9-YEAR PROGRAM

Guide to Implementation

Spanish

LANGUAGE and CULTURE

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For further information, contact:

Alberta Education
Learning and Teaching Resources Branch
8th Floor, 44 Capital Boulevard
10044 – 108 Street NW
Edmonton, Alberta T5J 5E6
Telephone: 780–427–2984 in Edmonton or
toll-free in Alberta by dialling 310–0000
Fax: 780–422–0576



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Parents	

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Learning and Teaching Resources Branch staff involved in the development, production and distribution of this guide include:

Raja Panwar	Director
Stella Shrum	Acting Director
Greg Bishop	Assistant Director, Resource Development
Xenia Bubel	Resource Manager, International Languages
Alan Chouinard	Assessment Manager, International Languages
Shauna Ewen	Resource Manager, International Languages
James Hamilton	Resource Manager, International Languages
Wai-Ling Lennon	Resource Manager, International Languages
Kim Blevins	Document Production Coordinator
Chris Ewanchuk	Editor
Lin Hallett	Desktop Publishing
Dianne Moyer	Desktop Publishing
Liliya Pantelyuk	Desktop Publishing
Esther Yong	Desktop Publishing
Sandra Mukai	Copyright

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Chapter 1
Introduction

Chapter Summary

Purpose of This Guide
Understanding the Learner
Multiple Intelligences and Second Language Learning
Brain Research and Second Language Learning
Bloom's Taxonomy
Benefits of Second Language Learning

Purpose of This Guide

This guide to implementation is intended to support the Grade 4 to Grade 6 portion of the Spanish Language and Culture Nine-year Program (the program of studies). It was developed primarily for teachers, yet it includes information that may be useful for administrators and other stakeholders in their efforts to plan for and implement the new Spanish program of studies.

Familiarity with the program of studies is essential as teachers plan and implement language courses in their classrooms. The program of studies provides a brief discussion of the value of learning a second language and lays out learning outcomes for each grade level. It defines what students are expected to achieve and, hence, what teachers are expected to teach. To obtain the current version of the program of studies, visit the Alberta Education Web site at http://education.alberta.ca/teachers/com/interlang/spanish.aspx.

This guide to implementation will assist educators as they:

- develop further understanding of the program of studies
- plan for meeting the needs of diverse learners
- plan for the use of technology in the delivery of the new program
- communicate with stakeholders, such as parents and community members

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- plan for instruction and assessment that support student achievement of the learning outcomes
- monitor student progress in achieving the learning outcomes
- select learning resources to support their own professional development
- select student learning resources to enhance instruction and assessment.

Research of second language learning and acquisition has identified several general principles of effective language learning. These principles guided the development of the conceptual model used in the program of studies. A clear understanding of these principles will provide a strong foundation for teachers as they develop and select teaching and learning strategies for classroom implementation.

Engaging Students in Meaningful Tasks

Language learning is more effective when classes are structured around meaningful tasks rather than elements of the language itself, such as grammatical structures, vocabulary themes or language functions. The principal focus of classroom activities is on communication while learning about a content area (e.g., wolves and their habitat) or while carrying out a project (e.g., creating a family album). Specific language skills are taught when students realize they need specific vocabulary, structures or functions to carry out the task they have chosen to do. When language learning has purpose, students tend to be more motivated to learn.

Maximizing Student Interaction

Students learn languages more effectively when they have ample opportunities to work in small groups on tasks that they have had a hand in choosing and that require them to negotiate meaning; i.e., make themselves understood and work to understand others. In classrooms structured with a maximum amount of student interaction, students have more practice time, they work on tasks that reflect their interests, and they use the language in situations that more closely resemble those outside of the classroom.

Ensuring Student Awareness and Use of Thinking and Learning Strategies

➔ **For more information ...**

Spanish Language and Culture Nine-year Program, Grades 4–5–6

Successful language learners use a number of cognitive, metacognitive and social/affective strategies that help make their learning more effective. Communication and language use strategies are important to the development of communicative competence and are clearly laid out in the “Strategies” section of the program of studies.

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Many students benefit from explicit classroom instruction regarding language learning and language use strategies. Once students are aware of the various strategies and have practised them, they can select the most effective ones for a particular task. By using strategies they have selected, students see the link between their own actions and their learning and become more motivated and more effective language learners.

Building on Prior Knowledge

The constructivist theory of learning suggests that people learn by integrating new information or experiences into what they already know and have experienced. Students do this most effectively through active engagement with tasks that are meaningful to them, in authentic contexts, using actual tools. For this reason, the content and tasks around which lessons and units are structured should be chosen from within the students' areas of experience. For example, if students are involved and interested in a particular sport, a task can be chosen that links with this interest. The learning activities will build on the students' knowledge and experience while encouraging them to increase their understanding and broaden their horizons.

Students come to their language learning experiences with unique sets of prior knowledge, even if they have similar cultural and socioeconomic backgrounds. Classroom activities that provide choice and flexibility allow students to make meaningful connections and to be actively involved in constructing their own learning.

Transferring First Language Knowledge

Students come to their language and culture classes with large bodies of useful knowledge about language, even if they have never spoken a word of the language being taught. They can transfer knowledge of their first language and other languages to their learning of a new language. They may also transfer language learning and language use strategies from one language context to another. Initially, the first language may also be a source of interference as students try to apply generalizations valid for their dominant language to the language they are learning. Students benefit from an awareness of both similarities and differences between their first language and the language being learned in terms of all components of language; e.g., sound system, grammar structures, vocabulary and discourse features.

Understanding the Culture

Intercultural competence is an essential element of any language-learning endeavour. Knowledge of the target culture must take into account that cultures evolve over time and minority cultures exist within the dominant culture in any society. If students develop the skills to analyze, understand for themselves and relate to any culture they come in contact with, they will be prepared for encounters with cultural practices that have not been dealt with in class.

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Understanding the Learner

The Nature of Grade 4 to Grade 6 Learners

The Spanish Language and Culture Nine-year Program, Grade 4 to Grade 12, is a student-centred curriculum designed to support the language learning of students in Alberta. The unique characteristics and needs of these students formed the basis for curriculum development.

Language learning is an active process that begins at birth and continues throughout life. Language is acquired at various rates and in different ways throughout a learner's stages of growth, developing progressively according to individual characteristics and criteria. Students enhance their language abilities by applying their knowledge of language in new and more complex contexts with ever-increasing sophistication. They reflect on and use prior knowledge to extend and enhance their language knowledge and understanding.

Language and literacy development begins with a child's earliest experiences with language. The development of listening, speaking, reading, writing, viewing and representing skills is an interrelated process. Young learners actively engage in acquiring language and constructing their own understandings of how oral and written language works. Language learning in the early years is fostered through experience in meaningful contexts. Social interaction is also a vital part of the students' social, emotional, intellectual and linguistic development.

Students need to feel accepted and confident that they will be supported by others in their risk taking, learning and growing. Self-concept plays an important role in students' learning and in their willingness to try challenging tasks. In their early years, learners are eager to make sense of the world and are developmentally ready to explore, take risks, construct things and take things apart. They are also acquiring attitudes toward learning that they will carry with them throughout their school years and beyond.

Language and literacy learning at the Grade 4 to Grade 6 level requires a unique classroom culture and climate that is different from those required for younger and older students. These students are distinguished by special intellectual, moral, physical, emotional, psychological and social characteristics that shape the way they learn. The methods, contexts, resources and supports chosen by teachers should be influenced by the needs, characteristics and interests of their individual students, and so the teachers' styles, attitudes and pacing may vary from classroom to classroom.

Students in grades 4 to 6 bring a wide range of abilities and characteristics with them to the classroom. As well, these learners are experiencing a period of change and developmental growth. Self-concept and self-esteem play important roles in their learning. Positive reinforcement, recognition, acceptance by adults and peers, and support of developing personal independence all play significant roles in promoting the students' learning.

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Learners in grades 4 to 6 typically prefer active learning and interaction with their peers during learning experiences. They also respond positively to real-life contexts and situations. It is during grades 4 to 6 that learners demonstrate a wide range of development in the transition between concrete and abstract thinking.

The Second Language Learner

The program of studies meets the needs of a wide range of learners. Currently, most students enter this program in Grade 4 with little or no previous exposure to the Spanish language. Most of these students speak English as a first language within an English language majority environment; however, students also enter this program with a variety of language skills and experiences. For example, some students enter this program with some Spanish language experience, while others enter with strong proficiency in Spanish or other related languages. Occasionally, students will enter this program with little or no English language proficiency. Therefore, a diverse range of student language abilities exists in Spanish language and culture classrooms.

The Spanish Language and Culture Nine-year Program was developed with the assumption that the majority of students entering the program at the Grade 4 level would have little or no previous exposure to the Spanish language. Therefore, the majority of students must be considered second language learners. This requires that when planning and delivering instructions, teachers need to consider the unique needs, characteristics and influences that affect their students as second language learners.

Second language learning is influenced by many factors that can be broadly categorized into three main areas:

Outside Influences

These include social, economic and political influences. For example, the importance placed by the family and the community on the language being learned, as well as the availability of opportunities to use the language meaningfully outside the classroom, are both factors that can impact the acquisition of a second language.

Classroom Factors

Important classroom-based factors that impact second language learning include instructional organization, such as the amount of time spent conversing in the second language, the quality of the language input and class size. Teaching styles, methodologies and approaches are also key classroom factors.

Personal Characteristics

Personal characteristics include individual differences that can impact the rate and quality of an individual's second language acquisition. Elements such as previous knowledge and experiences with the first language, Spanish or other languages can have significant impacts on a student's future learning of a new language. Personal characteristics such as the age at which the student began learning the second language, the student's aptitude for learning languages, as well as the student's motivation, attitude toward learning the language and learning preferences are also

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contributing factors. Other personality variables, such as anxiety levels, self-esteem, self-concept and social skills, have also been thought to influence second language acquisition.

Factors that Influence Multilingual Development

There are a number of individual factors that impact students and their capacity to learn an additional language. These factors are beyond the control of the teacher or school, but they are important to consider as they help explain why students acquire language at different rates. Tracey Tokuhama-Espinosa (2001) identifies 10 key factors that impact individual learners. The following are nine of these factors that are most relevant for language learners in elementary school settings:

Aptitude

Every student is born with an inherent aptitude for different kinds of learning. While teachers cannot influence how much aptitude a student has, they can use the other eight factors to optimize whatever aptitude exists.

Timing

There is a window of opportunity in a person's life when second language learning is facilitated by various factors. Research has shown that the preschool years and the period up to approximately age 12 are particularly important in children's linguistic development. The debate over whether it is better to begin second language learning at an early age or to wait until students are more mature has not been resolved. Some evidence supports starting second language learning early, as there are differences in the brain processes between learning a second language as a young learner and learning the language as an older learner. Students who begin learning at an earlier age also would have greater exposure to the language over time.

Motivation

Students' readiness to learn another language is partially dependent on their motivation and on internal and external factors, such as how a student feels about the language being learned and the attitude of other significant persons; e.g., parents and peers. Positive experiences with, and positive perceptions of, the second language serve to increase motivation.

Planning

In her research, Tokuhama-Espinosa found that families that had a well-developed plan to provide good language learning opportunities were more successful in developing bilingual language skills. In a school setting, it is equally important that an effective instructional plan is in place to implement a language and culture program.

Consistency

Second language students exposed to language learning opportunities in a consistent and continuous fashion are most successful. In schools, it is important to schedule language and culture programs in a way that provides for well-sequenced and consistent language learning opportunities.

Opportunity

A student may have great motivation, but without the opportunity to practise a second language in meaningful situations, he or she never becomes truly proficient. It is important that sufficient time be allocated for language and culture programs during the school day. Students and parents can supplement and enhance classroom language learning by seeking out or building opportunities for language learning in the home and in the community, as well as by participating in relevant extracurricular activities.

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Linguistic Relationship among Languages	The target language and those that the students are already fluent in may share a common historical root. If the student's first language shares roots with the second language, the second language is easier to learn due to similarities in grammar, vocabulary and sound systems and the ease of transfer of their first language skills. Teacher awareness of the linguistic diversity present in the classroom enables more effective responses to learner needs and assists in assessing student learning.
Gender	There is evidence that women and men use different parts of the brain when engaged in language learning. When planning learning activities, teachers need to consider gender differences and ensure that a variety of instructional approaches are used to address diverse student characteristics.
Hand Use	Most people have their main language area of the brain in the left frontal and parietal lobes, but, inexplicably, 30 percent of those who write with their left hand and 5 percent of those who write with their right hand may actually have language spread out over a greater area. This is not to say that these individuals are better at second language learning than others, but rather that they may favour different teaching methods.

Multiple Intelligences and Second Language Learning

Harvard psychologist Howard Gardner (1983, 1998) has spent many years analyzing the human brain and its impact on education, including language learning. According to his research, an individual possesses multiple intelligences, but these intelligences are developed to different degrees.

Gardner's Types of Intelligence

Linguistic Intelligence: The ability to read, write and communicate with words.

Logical-mathematical Intelligence: The ability to reason and calculate.

Visual-spatial Intelligence: The ability to master position in space. This intelligence is used by architects, painters and pilots.

Kinesthetic Intelligence: The physical intelligence used by dancers and athletes.

Musical Intelligence: The musical ability highly developed by composers and top musicians.

Interpersonal Intelligence: The ability to relate to others, used by salespeople and psychologists.

Intrapersonal Intelligence: The ability to know one's inner feelings, wants and needs.

Natural Intelligence: The ability to learn by exploring nature.

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The Implications of Multiple Intelligence Theory on Second Language Teaching

- **Learning is experiential**: Students learn by engaging in real hands-on activities and tasks.
- **Learning uses all senses**: Teachers can reinforce learning with pictures and sounds, and students can learn by touching, tasting and smelling (Dryden and Rose 1995).
- **Learning should be fun**: The more fun it is to learn a language, the more one will want to continue. Learning while playing is an effective way to learn as it creates emotional attachments, and emotion is a door to learning (Jensen 1994, Dryden and Vos 1997, Dryden and Rose 1995).
- **Learning is best in a relaxed but challenging environment**.
- **Learning is enhanced through music and rhythm**: Often one can remember the songs learned in early childhood because words combined with music are easier to learn (Lozanov 1978, Campbell 1997, Brewer and Campbell 1998).
- **Learning is enhanced through action**: While traditionally students were encouraged to sit all day long, we now know that students learn more when they move as they learn. Teachers can use learning strategies that include physical interaction and can encourage students to dance and move to the rhythm when learning a language (Gardner 1983, Doman 1984, Dryden and Vos 1997).
- **Learning is enhanced by engaging with others**: Having students practise a language by talking to each other socially (e.g., over a meal) is a great way to learn (Gardner 1983, Dryden and Vos 1997).

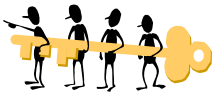
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Gardner's Multiple Intelligences

Intelligence	Students learn best by:	Teacher's Planning Questions	Learning Activities
Linguistic 	verbalizing, hearing and seeing words	How can I use the spoken or written word?	• creative writing • formal speech • humour or telling jokes • impromptu speaking • journal or diary keeping • oral debate • poetry • storytelling
Logical-mathematical 	conceptualizing, quantifying and thinking critically	How can I bring in numbers, calculations, logic, classifications or critical-thinking skills?	• puzzles • logic games • abstract symbols and formulas • calculation • counting • deciphering codes • finding patterns • graphic organizers • number sequences • outlining • problem solving
Visual-spatial 	drawing, sketching and visualizing	How can I use visual aids, visualization, colour, art or metaphor?	• drawing • creating videos • active imagination • colour schemes • designs and patterns • drawing guided imagery • mind mapping • painting pictures • sculpture/model
Kinesthetic 	dancing, building models and engaging in hands-on activities	How can I involve the whole body or use hands-on experience?	• physical games • body language • dancing—folk or creative • drama/acting • inventing • martial arts • mime • physical gestures • physical exercises • playing sports and games • role-playing

Gardner's Multiple Intelligences Chart: Adapted with permission from the Nebraska Department of Education, *Nebraska K–12 Foreign Language Frameworks* (Lincoln, NE: Nebraska Department of Education, 1996), pp. 266–267.

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Intelligence	Students learn best by:	Teacher's Planning Questions	Learning Activities
Musical 	singing, chanting and playing background music while learning	How can I bring in music or environmental sounds, or set key points in a rhythmic or melodic framework?	• chanting • humming • rapping • listening to music • music performance • music creation • rhythmic patterns • singing • tonal patterns • vocal sounds and tones
Interpersonal 	working with another person or a group of people	How can I engage students in peer sharing, cooperative learning or large group simulation?	• peer assessment • collaboration skills • cooperative learning • empathy practices • group projects • intuiting others' feelings • listening • person-to-person communication • teamwork/division of labour
Intrapersonal 	relating to a personal feeling or an inner experience	How can I evoke personal feelings or memories or give students choices?	• self-assessment • reflective writing • guided imagery • focusing/concentration skills • higher-order reasoning • metacognition techniques • silent reflection methods • telling about feelings • telling about thinking • thinking strategies
Natural  	observing, classifying and appreciating	How can I relate the students' learning to the physical world?	• discovering, uncovering • observing, watching • forecasting, predicting • planting • comparing • displaying • sorting and classifying • photographing • building environments

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Brain Research and Second Language Learning

Diane Larsen-Freeman (2000) observes that "the issue for teachers who wish to honour the diversity of intelligences among their students is how to represent the other intelligences and enable each student to reach their full potential, while not losing sight that their purpose is to teach language" (p. 172).

The following are implications of brain research for second language learning:

1. **Build in reflection**: It is important to let children take time to "simmer." There is a silent stage to language learning. First children absorb the language. Later they begin to speak (Krashen 1992).
2. **Link learning**: "The more you link, the more you learn" (Dryden and Vos 1999, p. 315). Anything can be linked when learning a second language, including numbers and new vocabulary words (Dryden and Vos 1997). For example, link numbers and words in a playful way (Dryden and Rose 1995). Reciting the numbers from one to ten in the target language in rhythm is a fun way to begin language learning.
3. **Use the whole world as the classroom**: Real-life experiences and situations engage learners and bring meaning and context to the learning process (Dryden and Vos 1997).

Brain-based Learning Theory

Brain-based learning theory asserts that all humans are born with the ability to learn. "Although all learning is brain based in some sense … brain-based learning involves acknowledging the brain's rules for meaningful learning and organizing teaching with those rules in mind" (Caine and Caine 1994, p. 4).

Caine and Caine (1991, 1994, 2005) outline 12 principles to provide a theoretical foundation for brain-based learning:

1. **Learning involves the entire physiology**: Everything that happens to us, whether it is physical, emotional or cognitive, has an effect on learning.
2. **The brain is social**: We always search for ways to belong to a community and seek interaction with others.
3. **The search for meaning is innate**: We strive to make sense of our experiences.
4. **The search for meaning occurs through patterning**: We categorize our experiences so we can establish patterns and bring order to our world.
5. **The brain is a parallel processor**: It can perform several different activities at the same time.
6. **Emotions are critical to patterning**: Emotion and cognition are strongly tied. It is emotionally difficult to change patterns such as assumptions and beliefs.
7. **The brain processes parts and wholes simultaneously**: The brain is designed to perceive experiences as both separate and interconnected.

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8. **Learning involves both focused attention and peripheral perception**: Even when we are paying attention to one task, we are also absorbing information reaching us from the environment outside our immediate focus.

9. **Learning always involves conscious and unconscious processes**: Unconscious processing is ongoing and contributes significantly to understanding.

10. **There are at least two different types of memory**: Systems for rote learning and spatial memory coexist in the brain. Memory is not only what we "store and retrieve"; it is based on what we encounter in our natural, daily experiences.

11. **Learning is enhanced by challenge and inhibited by threat**: Feelings of self-worth and accomplishment allow us to learn. Feelings of fear brought on by fatigue, helplessness or overstimulation cause our brains to "downshift."

12. **Each brain is unique**: Although our brains share physical characteristics, we each perceive and react to the world differently.

Sample Strategies to Support Brain-based Learning:

- Develop an understanding of the impact of nutrition, exercise and stress on learning.
- Facilitate cooperative learning and provide students with opportunities to interact.
- Use various methods and approaches that have been proven effective.
- Acknowledge that students mature at different rates. Because of these natural differences, "equality" in student performance is not expected.
- Provide a learning environment that employs routines and behavioural guidelines, while offering activities that challenge and excite students.
- Model enthusiasm for communicating in the second language.
- Provide a classroom environment that features changing displays of vocabulary and culturally rich materials.
- Facilitate language and culture immersion activities, such as field trips, projects, stories, performances and drama.
- Provide opportunities for students to actively process what and how they have learned through reflection and metacognition.
- Foster a classroom atmosphere where students take learning risks yet feel safe and relaxed.
- Account for individual learning preferences.

Bloom's Taxonomy

Bloom's Taxonomy is a model that focuses on six levels of complexity in the thinking processes. Knowledge and Comprehension are the lower or more concrete levels of thinking. Analysis, Synthesis and Evaluation represent higher or more complex levels of thinking. The Application level, which falls between the lower and higher levels, can be less or more complex depending on the task.

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Sample Activities Organized in the Bloom's Taxonomy Model

Level	Sample Activities in the Second Language Classroom
Knowledge/ Comprehension Students recall information and restate the information in their own words.	• Arrange lines of dialogue • Fill out authentic forms in Spanish • Listen for sequence • Explain the "What? Who? Where? When? How? Why?" • Describe scenes from a video presentation • Describe pictures from a Spanish-speaking country • Define words • Listen to and paraphrase in English a conversation heard in Spanish • Draw pictures from verbal descriptions of a Spanish cultural scene or object • Understand text written in Spanish
Application Students apply the information in one or more contexts.	• Dub cartoons or television shows • Instruct others to prepare a Spanish cultural dish step-by-step • Produce questions with correct pronunciation • Apply a cultural custom to a real-life situation in a Spanish-speaking country • Interview classmates on their daily activities • Plan a menu for occasions typical of Spanish culture • Make shopping lists for various Spanish cultural or social events • Apply rules of cultural protocol for dining in a Spanish-speaking country • Apply gestures learned to an authentic situation • Apply reading strategies to understand authentic texts
Analysis Students understand component parts and recognize patterns so they can compare and contrast or categorize information.	• Identify elements of a particular literary form • Analyze the lyrics of popular songs to compare two cultures' perspectives • Compare points of view found in two editorials • Analyze a story, poem and other authentic material • Analyze a scene from the Spanish culture • Find evidence to support opinion • Compare own customs with Spanish customs • Conduct a survey and analyze the results • Analyze typical foods of a Spanish-speaking country for nutritional value • Identify the best route to a historic site in a Spanish-speaking country • Play the role of a tourist who bargains in Spanish for merchandise
Synthesis Students make predictions and create new ideas based on their knowledge of component parts.	• Write an alternative ending to a story • Predict consequences if historical events were altered • Write titles for a play, story or article • Write headlines in newspaper style on current issues in a Spanish-speaking country • Predict future events • Write a diary for an imaginary trip • Extend a story • Hypothesize reactions to different situations based on Spanish cultural beliefs • Compose a poem, skit, role-play or advertisement • Create hypothetical real-world situations in Spanish culture • Create an infomercial
Evaluation Students judge what they have analyzed and support their opinions.	• Evaluate solutions to cultural dilemmas • Express and justify opinions on creative Spanish cultural products • Give and support opinions about issues • Evaluate TV shows, movies or cartoons • Write an editorial, giving and supporting own opinion • Express the pros and cons of policies • Give and support a decision in a mock trial • Write an ambassador with suggestions for the resolution of a real-world problem • Justify, in Spanish, decisions of what sites to visit • Read an editorial in a newspaper, respond, and send the response • Evaluate Web pages as sources of information in Spanish

Sample Activities Organized in the Bloom's Taxonomy Model: Adapted with permission from the Nebraska Department of Education, *Nebraska K–12 Foreign Language Frameworks* (Lincoln, NE: Nebraska Department of Education, 1996), p. 307.

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Benefits of Second Language Learning

In North America, the 1990s was a decade of renewed interest in language learning. There is a growing appreciation of the role that multilingual individuals can play in an increasingly diverse society, and there is a greater understanding of the academic and cognitive benefits of learning other languages. The last decade has seen an emerging global interest in international languages and second language education. This has led researchers, policymakers, educators, employers, parents and the media to re-examine the advantages of learning additional languages.

Increased research on brain development has focused attention on learning processes and developmental issues. Some of this research has analyzed the effects of language acquisition on the brain. The results of these studies have generated interest in how early learning experiences, including first and second language acquisition, promote cognitive development. Most experts agree that making it possible for children to learn a second language early in life and beyond is entirely beneficial. A summary of the many benefits of learning a second language follows.

Personal Benefits

An obvious advantage of knowing more than one language is having expanded access to people and resources. Individuals who speak and read more than one language have the ability to communicate with more people and read more literature, and benefit more fully from travel to other countries. Introducing students to alternative ways of expressing themselves and to different cultures gives greater depth to their understanding of the human experience by fostering an appreciation for the customs and achievements of people beyond their own frames of reference. In many cases, the learning of a second language can strengthen the personal connection to the language and culture of one's own heritage. Knowledge of a second language can also give people a competitive advantage in the work force by opening up additional job opportunities (Villano 1996).

For many people, there's something inherently enjoyable about successfully communicating in another language. Learning a new language can be an intensely challenging and rewarding experience.

Cognitive Benefits

Some researchers suggest that students who receive second language instruction are more creative and better at solving complex problems than those who do not (Bamford and Mizokawa 1991). Other studies suggest that bilingual individuals outperform similar monolinguals on both verbal and nonverbal tests of intelligence, which raises the question of whether ability in more than one language enables individuals to achieve greater intellectual flexibility (Bruck, Lambert and Tucker 1974; Hakuta 1986; Weatherford 1986).

Benefits of Second Language Learning: Adapted from Kathleen M. Marcos, "Second Language Learning: Everyone Can Benefit," *The ERIC Review* 6, 1 (Fall 1998), pp. 2, 3.

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Academic Benefits

Parents and educators sometimes express concern that learning a second language will have a detrimental effect on students' reading and verbal abilities in English; however, several studies suggest the opposite. Knowing a second language, according to the latest research on reading, can help children comprehend written languages faster and possibly learn to read more easily, provided that they are exposed to stories and literacy in both languages (Bialystok 1997). By age four, bilingual children have progressed more than monolingual children in understanding the symbolic function of written language. By five, they are more advanced than those who have learned only one writing system.

The positive effects of bilingualism were also documented in an American study analyzing achievement test data of students who had participated five years or more in immersion-type international language programs in Fairfax County, Virginia. The study concluded that students scored as well as or better than all comparison groups and continued to be high academic achievers throughout their school years (Thomas, Collier and Abbott 1993). Numerous other studies have also shown a positive relationship between foreign language study and achievement in English language arts (Barik and Swain 1975, Genesee 1987, Swain 1981).

Societal Benefits

Bilingualism and multilingualism have many benefits for society. Albertans who are fluent in more than one language can enhance Alberta's and Canada's economic competitiveness abroad, maintain Alberta's and Canada's political interests and work to promote an understanding of cultural diversity within the nation. For example, international trade specialists, overseas media correspondents, diplomats, airline employees and national security personnel need to be familiar with other languages and cultures to do their jobs well. Teachers, health care providers, customer service representatives and law enforcement personnel also serve their communities more effectively when they can communicate with people of diverse languages and cultures. Developing the language abilities of students will improve the effectiveness of the work force and strengthen communities for years to come.

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Chapter 2
Planning

Chapter Summary

Introduction
Program of Studies
Planning Considerations
Planning Approaches
Year Plans
Unit Plans
Lesson Plans

Introduction

Planning models require careful consideration of the curriculum they are intended to support. Effective planning ensures that all elements are consistent with the general and specific outcomes of a program of studies.

Program of Studies

The program of studies prescribes what students are expected to learn and be able to do at each grade level. It is the **primary reference** for teachers as they plan for student learning.

➔ **For more information ...**

Appendix A
Specific Outcomes Chart

Teachers determine what should be taught to accomplish the general and specific outcomes in the program of studies and continually refer to the program outcomes during the planning process. The Specific Outcomes Chart in Appendix A provides a summary of all program outcomes and is useful for planning and tracking outcome coverage throughout the year.

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Alignment

Many school districts are approaching instructional improvement through planning processes that emphasize the need to align learning outcomes with assessment practices. This alignment helps teachers articulate what students should be able to learn, know and do. Alignment encourages teachers to focus first on the learning outcomes and clearly communicate learning expectations to support and measure student achievement. Alignment can also provide a focus for a teacher's professional development plan that centres on curriculum and instruction.

Implementing the Program of Studies

The *Spanish Language and Culture Nine-year Program Guide to Implementation, Grades 4–5–6* is designed to assist teachers as they plan for and implement the Spanish Language and Culture Nine-year Program, Grades 4–5–6 (the program of studies). The teaching and learning activities, assessment strategies, unit plans and lesson plans presented in this guide are **suggestions only**. They are provided to stimulate ideas and to help teachers envision and plan an effective Spanish classroom program.

The Grade Level Samples in Chapter 8 include teaching and learning activities and assessment strategies for each specific outcome from Grade 4 to Grade 6. These are samples only, providing teachers with possibilities to consider as they plan and implement the program.

Considerations for Effective Implementation

Spanish language and culture programs should strive to provide a rich language learning environment, stressing communicative competence and enriched cultural experiences that maximize student opportunities for learning.

Effective learning environments are those in which:

- the individual and collective needs of students are met
- there is a supportive climate that encourages risk taking and choice
- diversity in learning preferences and needs are accommodated
- connections to prior knowledge and experiences are made
- there is exposure to a wide range of excellent models of authentic language
- use of the language studied is emphasized
- quality multimedia, print, human and other resources are available and applied in a supportive, meaningful and purposeful manner.

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Instructional Time

Language and culture programs of study are developed based on 95 hours of instruction time per grade level, or approximately 150 minutes per week. This is 10 percent of the total instructional time.

When planning for instructional time in the Spanish language and culture program, administrators and teachers should carefully consider the impact of time scheduling on the linguistic development of the students. It is strongly recommended that Spanish language and culture courses be scheduled to ensure maximum exposure to the language throughout the school year. If students lose contact with the language for long periods of time, additional time must be taken to review previously learned material that may have been forgotten. Students benefit from using the language on a daily basis.

Class Groupings

In some situations, students from two grades may have to be combined into one class. As well, many classrooms will contain students at the same grade level with varying proficiency levels. By using a range of instructional and planning strategies, students of different ages and different levels of ability can be accommodated in a single classroom.

Spanish Program Collaboration

Effective Spanish language and culture programs depend heavily on collaboration among a range of stakeholders. Students, parents and parental organizations, teachers, school administrators, central administration, government, community members, members of Spanish-speaking communities, post-secondary institutions, cultural institutions, and other stakeholders all play crucial roles in supporting language and culture programs. Teachers should ensure that opportunities for collaboration are maximized.

Materials

Students should work with all kinds of authentic audio, video, print and multimedia resources, including documents and texts designed for Spanish speakers as well as materials prepared for second language learners. These resources should also be appropriate for the age, developmental levels and linguistic levels of the students.

Tips for Choosing Appropriate Instructional Materials

1. Materials should be flexible enough to accommodate the diversity found in schools and should address a variety of learning preferences, interests, abilities, attention spans and backgrounds.
2. Materials should reinforce positive aspects of the students' self-images.
3. Materials should be relevant to students' interests.

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Planning for Professional Development

Teaching in the Spanish language and culture program demands a broad range of knowledge and skills, both in the Spanish language and in second language pedagogy. Teachers should continue to engage in professional development to maintain or improve their proficiency in the Spanish language and to continuously improve their teaching skills.

Spanish language and culture teachers will benefit from professional development opportunities to speak the language, to increase understanding of Spanish culture and to build their understanding of second language teaching methodologies. In addition, teachers will benefit from professional development that focuses on:

- responding to diversity in the classroom and using multilevel groupings
- cooperative learning and student-centred learning
- multimedia and computer-assisted learning
- resource-based language learning.

Student Motivation

When students value their learning, believe they can succeed and feel in control of the learning process, they develop motivation and a desire to learn. Teachers can foster students' motivation to learn by:

- instilling in each student a belief that he or she can learn
- making students aware that they can learn by using a variety of learning strategies
- helping students become aware of their own learning processes and teaching them strategies for monitoring these processes
- assigning tasks and materials of appropriate difficulty and making sure that students receive the necessary instruction, modelling and guided practice to be successful
- communicating assessment processes clearly so that students understand the criteria by which progress and achievement are measured
- helping students set realistic goals to enhance their learning
- helping students celebrate their own and their classmates' learning progress and achievements within the school community and the broader community
- ensuring that instruction is embedded in meaningful learning events and experiences
- modelling personal enjoyment of Spanish language learning and communicating the value of learning another language for success in the world beyond the classroom
- involving students in the selection of themes, topics, resources and activities around which learning experiences will take place
- creating inclusive, risk-free classroom communities where curiosity is fostered and active involvement in the learning process is valued and shared
- providing uninterrupted time for sustained engagement with appropriate Spanish print and nonprint resources
- providing collaborative learning experiences that enable students to exchange ideas and perspectives, develop a sense of purpose and build a sense of community

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- using contextualized vocabulary presentations and visuals such as pictured vocabulary, videos and charts
- emphasizing the development of understanding rather than the decontextualized memorization of vocabulary lists and grammar rules
- scaffolding complex tasks to facilitate learning of abstract concepts.

Planning Considerations

Prior Knowledge

The Spanish Language and Culture Nine-year Program, Grades 4–5–6 assumes that students will have limited or no previous knowledge of the Spanish language upon entry. In situations where the majority of students do have previous knowledge of the Spanish language, schools may offer an accelerated program or may assess students and plan courses to suit students' individual needs. In all cases, students' language levels should be assessed and programs adapted, when necessary, to meet individual language learning needs. Students who already have a second language, particularly one that is related to the Spanish language, will often learn additional languages more quickly and more easily than those beginning their study of a second language.

Student and Parent Awareness

Students and parents need to be aware of learning outcomes and how they are assessed or evaluated. When students and parents understand learning outcomes and learning outcome assessment or evaluation criteria, they are encouraged to participate in the learning process.

Language of Instruction

As the ultimate goal of the Spanish Language and Culture Nine-year Program, Grade 4 to Grade 12, is to have students use Spanish for a variety of purposes in a variety of situations, Spanish should be modelled and used in class as frequently as possible. English will likely be used to some extent in the beginning stages but can gradually be phased out. It may be decided that certain activities are done in English, such as students' reflective writings and learning logs or the delivery of relatively complex instructions or explanations.

Choice of Topics and Tasks

➔ **For more information ...**

Appendix C
Sample Text Forms

The choice of learning topics and tasks should be guided by the needs, interests and daily experiences of the students and by the elements outlined in the four components of the program of studies.

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Opportunities for Spanish Language Use and Real-life Applications

Proficiency-based instruction that focuses on what students can do with what they know is critical. Classroom activities that engage students in meaningful and purposeful language use should predominate.

Students will be more successful Spanish language learners if they have opportunities to use the language for authentic and meaningful communication in a broad range of contexts. In addition, the curriculum supports and encourages the real-life application of Spanish language learning through meaningful contact with fluent speakers of the Spanish language and authentic texts, such as Spanish language newspapers, magazines, electronic communications and multimedia resources.

It is important to have a rich Spanish language environment in the classroom, but it is also very beneficial to provide cocurricular and extracurricular activities during which students have opportunities to use and develop their Spanish language skills. Such school-sponsored activities as Spanish language camps, visits to cultural facilities, pen pals, plays and performances, language clubs, school visits and exchanges are important. It is also important to encourage students to continue their development of Spanish language skills by using the language for personal enjoyment, listening to music, attending cultural events and performances, and accessing and using self-study resources.

Knowing the Students

➔ **For more information ...**

Chapters 3, 4, 5 and 6

Teachers should identify student needs, background knowledge and experience. They should select learning activities that are appropriate for the age and interests of the students and that complement the lexical fields outlined in the program of studies. Instructional plans can be differentiated to meet the needs of all students in the class. Planning is continual and is informed by needs that become evident through classroom assessment.

Diversity of Needs

➔ **For more information ...**

Chapters 4, 5 and 6

All classes consist of students with a variety of needs. Some students may have special education needs, while others may be gifted and require greater challenges. Some students may speak English as a second language and require ESL-specific support and accommodations. It is therefore important to always consider the diverse needs of students when planning a language and culture program.

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Plan with an Applications Focus

The program of studies specifies four components for the development of communicative competence. The Applications component outcomes provide meaningful contexts for students' language and culture learning. Language Competence, Global Citizenship and Strategies component outcomes can be integrated with Applications outcomes. An initial focus on an Applications outcome(s) can serve to motivate and engage students by providing a goal or a reason for their Spanish language and culture learning. When planning, keep a strong focus on Applications in mind and think of ways to integrate learning outcomes from Language Competence, Global Citizenship and/or Strategies with outcomes from Applications.

Getting to the Destination

Think of the program of studies as a car with four passengers headed to a specific destination. In this scenario, all four occupants contribute to the car reaching its destination—to the achievement of the program learning outcomes.



Applications is the **driver**, making sure the car moves toward the planned destination. If the car is to reach its destination, Applications must be in the driver's seat.



Language Competence is the **passenger** who sits beside Applications, ensuring that the driving is done accurately and competently. Language Competence ensures that the **rules of the road** are adhered to and interprets various road signs for Applications.



Global Citizenship considers what the **outside world** is like and how it relates to all passengers. Global Citizenship provides information about the various places the passengers will be driving to and what they can expect when they get there.



Strategies is the **troubleshooter**. Strategies speaks up when questions or problems arise, offering advice about how all passengers can work effectively to make the trip a positive experience. When passengers encounter problems, Strategies shares ideas on how to find solutions. Strategies asks the right questions at the right time, making sure everyone in the car knows what they are doing and why they are doing it.

All four components are essential to get the car to its destination:
Applications to drive the car forward
Language Competence to pay attention to accuracy and details
Global Citizenship to add colour, life, tolerance and possibilities
Strategies to provide important problem-solving skills.

To further the metaphor, if the program of studies is a car on a journey, teachers are the navigators. Teachers plan the route and determine when the car has reached its destination.

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Plan for Strategic Learning

➔ **For more information ...**

Chapter 3

Plan for students to learn and independently select and use cognitive, metacognitive and social/affective strategies. Strategies outcomes for Language Learning, Language Use and General Learning are explicitly taught to students. As students become more aware of how to use strategies to enhance their learning, they will be able to choose strategies that work most effectively for them.

Integrate Outcomes

Most learning activities, even simple ones, involve multiple specific and general outcomes. For example, singing a Spanish song involves outcomes from the Applications, Language Competence, Strategies and Global Citizenship components of the program of studies. The challenge is for teachers to be familiar with the outcomes and to select outcomes for the focus of a lesson (or unit). The teacher plans lessons to ensure that all outcomes receive focused attention periodically throughout the school year.

Outcome Integration: A Sample (Grade 4)

Activity	Divide students into groups and have them choose a Spanish-speaking community. Students gather information about the culture of that community and organize it in a KWL chart (see Appendix D: Graphic Organizers). Students then reorganize the information into subtopics and create a poster that illustrates the key information and includes several sentences in Spanish that describe the people of that community.
Applications	A–5.2 *gather and organize information* a. gather simple information from a variety of sources b. organize items in different ways
Language Competence	LC–2.5 *written production* a. produce simple written words and phrases in guided situations
Global Citizenship	GC–1.4 *diversity within the cultures of the Spanish-speaking world* a. experience diverse elements of the cultures of the Spanish-speaking world
Strategies	S–3.1 *cognitive* a. use simple cognitive strategies, with guidance, to enhance general learning

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Identify Instructional Strategies

➔ **For more information ...**

Chapter 3

To achieve the selected outcomes and best meet the needs of students, plan to address specific instructional strategies. Choose a style of planning that suits your needs: thematic, task- or project-based or a combination. Ensure that the activities fit with the selected teaching and learning strategies and the specific outcomes targeted.

Identify Assessment Tools

➔ **For more information ...**

Chapter 7

A variety of assessment tools ranging from informal observation to formal tests are planned for individual teaching and learning activities, for report card periods and for teaching units, projects and portfolios. All assessments focus on active involvement of the student in the process, determining if learning outcomes have been achieved, and on how such assessment information can be used to optimize student learning.

Planning Approaches

Two of the most effective planning approaches for language learning are the thematic approach and the task- or project-based approach. Either of these approaches (or a combination of the two) can be applied to the development of the year, unit or lesson plans for the Spanish language and culture program.

Thematic Approach

Thematic approaches focus on a specific topic or central idea as the basis for the unit or the lesson plan. The theme chosen serves as the organizer for the instructional activities. Themes should be Applications-based; e.g., sharing basic information, getting to know people or making yourself understood. Themes need to be big ideas that can provide a framework for exploring and applying new skills and concepts.

Thematic planning can be helpful to teachers of multiage and combined class groupings. When teachers plan for a wide range of abilities, thematic teaching creates a shared experience that all students can use to build knowledge, skills and attitudes and to experience success at their own level within a collaborative whole-class environment.

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Task- or Project-based Approach

A task- or project-based approach to learning is designed to have students develop language competence and communicative skills by actively engaging in using the language with purpose. The teacher uses tasks and projects to create situations in which students must use the language for a definite purpose. The task is defined at the outset and creates the need to know certain elements of the language, thus giving meaning, purpose and context to all language activities.

The task provides an organizational framework for the specific outcomes to be achieved. All content, activities and evaluation in the unit grow out of the task. Specific language content is determined once the task has been identified. Explicit teaching of grammar rules, exercises on form and practise of specific strategies have their place in the classroom, but they are done because students need to know those elements of the Spanish language to accomplish the task.

The choice of tasks can be based on the interests of students while covering as broad a range of experiences as possible. Each task should be flexible enough to allow for some differentiation so students with different levels of proficiency, interests and backgrounds can work together and learn from one another.

Effective tasks and projects:

- provide opportunities to address a variety of specific outcomes
- match the interests of the students
- focus students on meaning and purpose
- maximize language use and provide opportunities for language practice
- allow for flexible approaches and solutions
- are challenging, but not threatening
- promote sharing of information and expertise
- involve students in assessing/evaluating the product and the process
- provide opportunities for students to discuss and reflect upon communication (metacommunication) and learning (metacognition)
- provide for monitoring and feedback.

By examining tasks in relation to the factors shown in the following table, appropriate tasks for each student can be chosen. Sometimes a task may appear too difficult, but it could be done, if it is of great interest to students, by adjusting some of the variables. In the same way, a task can be made more or less difficult to suit different groups of students in a mixed-level class group.

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	less difficult →	more difficult
cognitive complexity	describing sequencing	choosing
	classifying identifying principles	assessing/evaluating
listening	one speaker two speakers three speakers	four or more speakers
	familiar topic	unfamiliar topic
speaking	taking short turns	taking long turns
	familiar, sympathetic conversation partner	unfamiliar, uninvolved individual or group
	familiar topic, well organized	new topic or experience, not well organized
text type	description instructions storytelling	providing and justifying opinions
	few elements, properties, relationships, characters, factors	many elements, properties, relationships, characters, factors
	ample contextual support (e.g., titles and subtitles, pictures or diagrams)	little contextual support
language	simple	complex
	less interpretation required (information is explicit)	more interpretation required (information is implicit)
	more redundant (information is repeated in different ways)	more dense (information is given only once)
task type	one-way transfer of information	two-way exchange of information
	convergent	divergent
	concrete, “here and now”	abstract, different time or place
support	more	less

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Year Plans

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Appendix C
Year Plan

A course or program plan typically encompasses a school year. It can be focused on one subject or integrate multiple subjects. A year plan supports instructional goals and outcomes across an entire program of studies and provides opportunities to plan for implementation in a school or district setting as well as in an individual classroom.

A year plan can consist of multiple units, organized coherently across the school year. Year plans should address all outcomes of a program of studies in a meaningful and appropriate sequence that is determined by essential learnings and the learning needs of students. A year plan does not necessarily have to follow the sequence of the outcomes in a program of studies. A year plan can be constructed and represented in a teacher resource by using a curriculum mapping process that includes:

- a sequence of outcomes and essential learnings that indicates when they will be taught
- how outcomes will be grouped or clustered to create units
- expectations of student learning
- instructional activities that support student learning.

There are a number of formats for developing a year plan. Generally, it should be one or two pages that clearly and concisely outline topics and skills on a time line. Year plans should also address integrated units of instruction and combined grade teaching.

Unit Plans

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Appendix C
Unit Plan Overview,
Unit Plan A,
Unit Plan B,
Unit Plan C

Unit plans provide a sequence of instruction that usually takes place over a number of weeks. Unit plans provide a clear and coherent structure that addresses outcomes, assessment and instructional activities and allows for choice and different learning needs.

Unit plans are more detailed outlines of the broad pieces of learning that make up a year plan. Teachers need to know their students and use professional judgement and creativity to develop a unit plan that is focused, meaningful and relevant. In a unit plan, teachers specify what needs to be in place for the unit to be a successful learning experience; e.g., teachers consider resources, allocate time, prepare information, identify vocabulary, identify instructional strategies, decide on provisions for students with special education needs and include home, school and community connections. Teachers start with the end in mind, and build in a range of assessment activities throughout the unit. When possible, teachers collaborate with colleagues to develop and share units. Teachers also plan ways to extend learning for students who demonstrate higher level skills and to support those who need additional guided practice or reinforcement.

To assess the instructional effectiveness of a unit of study, Politano and Paquin (2000) suggest that teachers ask themselves:

- "What am I doing that is working well?
- What do I want to reconsider or stop doing?
- What do I want to do more of?" (p. 128).

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Developing a Unit Plan

There are three basic decisions involved in unit planning that should be made by considering the curriculum and the classroom.

	WHAT I WILL USE	PLANNING TASKS
What are students expected to learn?	Program of studies outcomes	Identify the desired results
What evidence will I accept of that learning?	Achievement goals, indicators, exemplars	Determine acceptable evidence
How will I design instruction for effective learning by all students?	Teaching and learning strategies, resources	Plan learning experiences and instruction

A planning technique that is especially useful in unit planning is clustering. Clustering is a process that can be used to group outcomes around the essential learnings of a program of studies. Clusters use common concepts, ideas and processes to group similar or related outcomes together. Clusters can be used to create groups of outcomes that students should attain at the completion of a learning sequence in a unit. They can be a first step in establishing a learning sequence for the unit.

Clusters can also help identify the essential learnings and essential questions. Each cluster can represent an enduring or overarching understanding—or a cluster of essential learning statements and questions. Enduring and overarching understandings go beyond facts and skills to focus on larger concepts, principles or processes.

An effective unit plan is a meaningful sequence of learning opportunities that starts with learning outcomes, clustered together in contexts that are aligned with essential learnings, assessment approaches, resources and teaching and learning strategies. This alignment is critical to a purposeful planning process.

Questions can also provide a meaningful context that encourages the development of critical thinking and inquiry-based skills. Questions can provide a focus for assessment when built around essential learnings and criteria for the students' demonstration of learning. General questions can provide an overarching focus for the entire unit, while specific questions can help students uncover the essential learning and guide the sequence of the unit.

The differences between general unit questions and specific unit questions
General unit questions provide a context for meaningful learning and the development of deep understandings. General unit questions are ongoing and, in one form or another, often recur throughout life.

Developing a Unit Plan: Adapted with permission from Patricia Shields-Ramsay and Doug Ramsay, *Purposeful Planning Guidebook* (Edmonton, AB: InPraxis Learning Systems, 2006), pp. 4, 5, 12–13, 16.

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Specific unit questions, on the other hand, can help students explore general unit questions. They can focus on building vocabulary, developing understanding of the terms and concepts within a general question, and guiding research.

Specific unit questions can:
- be written to "uncover" the general questions of the unit
- guide the inquiry of the unit
- be sequenced to provide the "flow" of the unit.

For example, specific unit questions such as the following could support the general unit question, "How do patterns, inconsistencies and misunderstandings inform our understandings?":
- How is our information collected and represented?
- How do patterns and connections in information help solve problems?
- How can misunderstandings be uncovered?

➔ **For more information ...**

Appendix C
Instructional Planning Guide

When developing a unit plan, teachers should consider the specific needs of their students and select strategies and specific learning activities designed to achieve several learning outcomes.

Unit planning using a thematic approach or a task- or project-based approach to second language learning begins with a theme, topic, task or project. The language content grows out of the theme, topic, task or project and the resources used.

Tips for Developing a Unit Plan

1. Choose a theme, topic, task or project that is of interest to the students, offers possibilities for developing the students' communicative competence in Spanish and allows for some general learning as well. Students can participate in this step of the planning process.
2. Determine the specific outcomes that could be met, keeping in mind all general outcomes.
3. Analyze the task or project to determine what the students will need to know and learn to carry it out. Think about the product the students will produce, but also about the process they will go through in producing the product; e.g., working in groups, doing research, interviewing people. Consider language functions, vocabulary, grammar, text types, historical and contemporary elements of the culture, strategies, general knowledge and so on.
4. Think about aspects of the unit that could be adapted to accommodate the needs, interests and aptitudes of different students. Be prepared to be as flexible as possible without compromising the objectives of the unit.
5. Look for resources that will be useful to students. Resources should be attractive and rich in visual supports, such as charts, pictures and diagrams.
6. Outline a series of steps directly related to the unit task or project to help the students learn and practise the language they will need to carry out that task.
7. Plan student assessment and evaluation. Integrate assessment throughout the unit.
8. At the end of the unit, invite students to reflect on what they learned, the strategies they used and how their attitudes may have changed. This step is important for developing metacognitive strategies and independent learning.

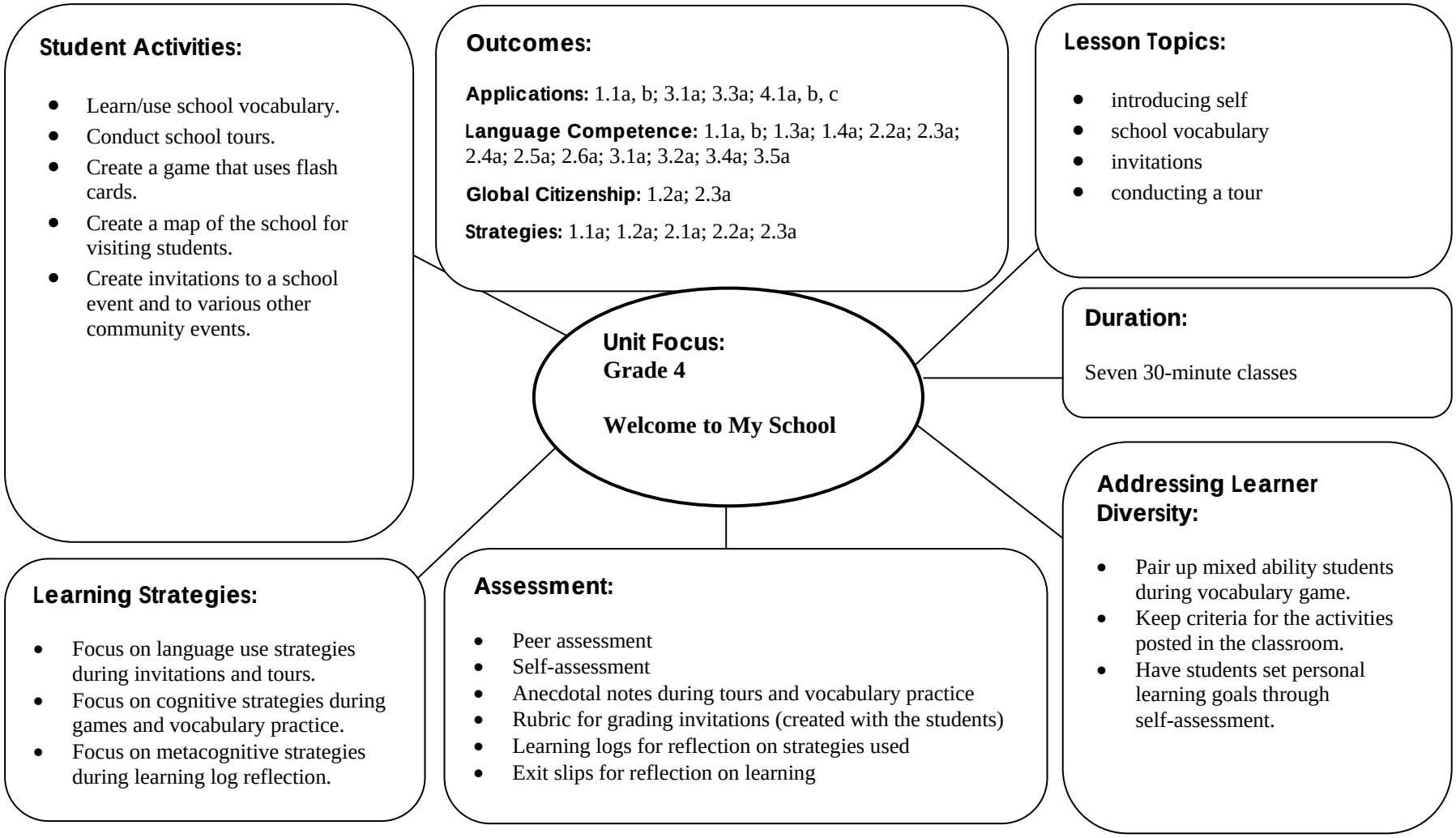
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Have I ...

- ❑ selected the specific outcomes I wish to focus on in this unit?
- ❑ provided a rationale for the unit?
- ❑ planned for appropriate *assessment for learning* and *assessment of learning* techniques?
- ❑ considered individual student needs, interests and abilities?
- ❑ considered the relevance of this unit to students' lives outside school, their language and learning experiences in other subjects and their continued language development?
- ❑ identified the historical and contemporary elements of culture present in the global citizenship content of the unit?
- ❑ selected interesting, useful and varied resources to support this unit?
- ❑ included a variety of instructional strategies, language experiences and activities?
- ❑ provided opportunities for students to listen, speak, read, write, view and represent in different contexts?
- ❑ allowed for flexibility and adaptation of the plan in response to student needs?
- ❑ provided opportunities for student input and collaborative decision making?
- ❑ considered possible unit extensions and applications?

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Sample Unit Plan



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Lesson Plans

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Appendix C
Instructional Planning Guide,
Lesson Plan A,
Lesson Plan B

While unit plans define the broad details of instruction and student learning within a given context, lesson plans outline how to teach a particular concept. Lessons often include the whole class and provide a basis from which other lessons can evolve. Follow-up lessons could include individual sessions with students who have specific needs, small groups focusing on specific skill development or large discussion groups. Lesson plans should address:

- information about students' prior experience, understandings and needs
- clustered curriculum outcomes
- assessment criteria
- instructional activities
- resources
- time and materials.

Consider the following questions when planning a lesson:

- What is the purpose or curricular outcome of the lesson?
- What teaching and learning strategies will be most effective?
- What will students be doing? When? Where?
- What specific skills do students need to develop or improve to be successful?
- What resources will be most appropriate for various groups in the class?
- How much differentiation is feasible and appropriate?
- How will the success of the lesson be evaluated?
- How does this lesson connect to other curriculum areas or units of study?
- How does this lesson connect to home and the community?

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Lesson Planning Checklist

Does my lesson plan ...

- ☐ identify and address specific learning outcomes?
- ☐ ensure student awareness of learning outcomes?
- ☐ involve students in learning activities with meaningful contexts, demonstrating a strong Applications outcomes focus and integration of outcomes from Language Competence, Global Citizenship and Strategies?
- ☐ include outcome-based assessment criteria to be shared with students before any assessed learning activity begins?
- ☐ engage students in using assessment information to improve their learning?
- ☐ maximize student use of Spanish through meaningful student-to-student communication?
- ☐ include differentiated instructional strategies to meet the needs of all learners?
- ☐ ensure student awareness of, and engagement in, strategic learning; i.e., students identify thinking and learning strategies that work best for them, set goals for strategy use and work to achieve those goals?
- ☐ provide opportunities for revision?

The following is a sample lesson plan that addresses multiple learning outcomes from the program of studies.

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Sample Lesson Plan

Lesson Title: Greetings – Welcome to My School

Date and Class: January 10, 2008, Class 4B

Outcomes Addressed:

Applications: 1.1a, 4.1a, 4.1c

Language Competence: 1.1a, 2.3a, 3.4a

Global Citizenship: N/A

Strategies: 2.1a, 2.3a

Possible Student Learning Strategies: interpret and use a variety of nonverbal cues to communicate; ask for confirmation that a form used is correct; use words that are visible in the immediate environment

Materials Required:

Video recording and viewing equipment (for students who are gifted)

Teaching and Learning Activities:

With students, brainstorm various verbal and nonverbal greeting and farewell expressions; e.g., *hola, buenos días*, smiling, kissing the partner's cheek.

Students circulate and greet one another in Spanish. Encourage students to remember nonverbal communication associated with greetings.

After a few minutes, ask students to offer their names and ask their partner's name. *Hola. Me llamo Justin. ¿Cómo te llamas?*

Once students have had sufficient time to practise these two activities, consider allowing different student groups to present their conversations to the class. Extend this activity to include farewells.

Differentiation of Instruction:

Encourage students with special education needs to refer to the expressions on the word wall during their conversations.

Have students who are gifted create a mini video that shows the greetings of various people in different situations.

Opportunity for Assessment:

Use an outcome-based checklist to determine if students have attained outcomes A–1.1a, A–4.1a and A–4.1c during their conversations.

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Chapter 3
Learning and Instructional Strategies

Chapter Summary

Learning Strategies
Instructional Strategies
Using Technology in the Classroom

Learning Strategies

Strategies are systematic and conscious plans, actions and thoughts that learners select and adapt to each task. They are often described as knowing what to do, how to do it, when to do it and why it is useful.

Students use various strategies to maximize the effectiveness of their learning and communication. Strategic competence has long been recognized as an important component of communicative competence.

To become successful strategic learners, students need:

- step-by-step strategy instruction
- a wide array of instructional approaches and learning materials
- modelling, guided practice and independent practice
- opportunities to transfer skills and ideas from one situation to another
- to develop the ability to make meaningful connections between skills and ideas and real-life situations
- opportunities to be independent and to show what they know
- encouragement to self-monitor and self-correct
- tools for reflecting on and assessing their own learning.

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Students need to develop proficiency using a strategy before new strategies are introduced. Over time, students will develop a number of strategies to facilitate their learning.

Some learning strategies are appropriate for early, middle and senior years, while other strategies may be appropriate only for a specific level. Students need:

- to know how they will benefit from the use of a strategy in order to become motivated and engaged in learning and to develop the will to apply the strategy
- to know what steps are involved in the strategy's procedure
- to know when the strategy should be used so that they can ensure transfer to other scenarios
- to know how to adjust the strategy to fit their particular purposes so that they become flexible in applying the strategy in a variety of relevant contexts
- to practise the strategy over time to develop proficiency.

The strategies that students choose depend on the task they are engaged in as well as on other factors such as their preferred learning style, personality, age, attitude and cultural background. Strategies that work well for one person may not be effective for another person, or may not be suitable in a different situation.

➔ **For more information ...**

Appendix C
Sample List of Learning Strategies

Possible student learning strategies are listed for each of the activities in the instructional strategies section of this chapter to illustrate the types of strategies students might use. These lists are not meant to be prescriptive. For a more extensive list of learning strategies, consult the Strategies section of the program of studies.

To ensure that students develop effective, independent, lifelong learning skills, it is essential to foster strategic learning in the Spanish language and culture classroom. To develop advanced language skills, including literacy, students need instruction on the strategies that skillful learners use in completing language tasks. Students need to be taught learning strategies in all language arts through demonstration, explicit instruction, guided practice and independent practice with feedback and support. Students are encouraged to acquire and apply a wide range of strategies, including first and second language learning strategies and general learning strategies, to enhance their learning.

➔ **For more information ...**

Spanish Language and Culture Nine-year Program, Grades 4–5–6

The program of studies includes clusters of specific outcomes designed to develop three types of strategies in the Spanish language and culture classroom: language learning strategies, language use strategies and general learning strategies.

Language Learning Strategies

Language learning strategies refer to actions taken by learners to enhance their own language learning. These strategies are divided into three categories: **cognitive**, **metacognitive** and **social/affective**.

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Cognitive language learning strategies include using different techniques for remembering new words and phrases, deducing grammar rules, applying previously-learned rules, guessing at the meaning of unknown words, and using a variety of ways to organize new information and link the new information to previously-learned language.

Metacognitive language learning strategies are higher order thinking skills that students use to manage their own language learning. These strategies include planning for language learning, monitoring language learning and evaluating success in language learning.

Social/affective language learning strategies are actions learners take during or related to interactions with others to assist or enhance their own language learning. These strategies include methods students use to regulate their emotions, motivation and attitudes to help them learn the language.

Language Use Strategies

Language use strategies are actions taken to enhance communication. These strategies are often used with no intention of trying to acquire language, but instead with the intention of improving communication. The language use strategies in the program of studies are organized according to the three communicative modes: **interactive**, **interpretive** and **productive**.

Interactive language use strategies assist the learner or speaker in maintaining communication with another speaker of the language. These strategies include using circumlocution to compensate for one's lack of vocabulary, using nonverbal cues to communicate and summarizing the point reached in a discussion.

Interpretive language use strategies aid in comprehension of the language. These strategies include using visual supports to assist in comprehension, listening or looking for key words or elements and using discourse markers to follow extended texts.

Productive language use strategies aid in the production of language. These strategies include using resources to increase vocabulary or improve texts, compensating for avoiding difficult structures by rephrasing and using knowledge of sentence patterns to create new sentences.

General Learning Strategies

General learning strategies refer to actions taken by learners to enhance their own general learning. As with language learning strategies, general learning strategies are divided into three categories: **cognitive**, **metacognitive** and **social/affective**. There is a distinct similarity between language learning strategies and general learning strategies; however, the determining difference is whether the purpose of the specific strategy is the learning of the language or of other concepts. Often, other concepts include subject-area concepts, such as social studies or health concepts, learned through the Spanish language.

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Cognitive general learning strategies are direct strategies that students use to assist themselves in learning. These strategies include concept mapping, memorizing facts and brainstorming.

Metacognitive general learning strategies are higher order skills that students use to manage their own learning. These strategies include planning for their own learning (e.g., choosing a way to memorize social studies facts in Spanish) and assessing their own learning.

Social/affective general learning strategies are actions learners take during or related to interactions with others to assist or enhance their own general learning. These strategies include methods students use to regulate their emotions, motivations and attitudes to help them learn concepts.

Teaching Learning Strategies

Strategies should be introduced as they are needed. When strategies are introduced and explained in terms of their value to the learner and are demonstrated and practised over time, they can produce long-lasting, significant improvements in the students' abilities to construct meaning, acquire language and achieve the Spanish language and culture outcomes. All students benefit from strategy instruction, but individual students need varying degrees of support in learning and using strategies.

Tips for Teaching a New Learning Strategy

1. Explain the strategy, discussing its purpose and the tasks for which it is most useful.
2. Model the strategy, "thinking aloud" so that students can observe the process. This means expressing both the overt purpose of the strategy and the metacognitive processes and self-correction used in any problem-solving method. Avoid mental leaps.
3. Teach the steps of the strategy, explaining the reasons for each step so that student learning will be based on understanding rather than on rote memorization.
4. Provide an immediate opportunity for students to use the strategy in the context of their own work. As students use the strategy, offer constructive feedback, monitor and prompt when necessary.
5. Review the strategy by modelling it again, this time with students monitoring and prompting.
6. In subsequent lessons, ask students to practise using the strategy, explaining what the strategy is designed to do, the steps that must be followed and the importance of each step.
7. Follow up with other opportunities for students to use the strategy and to reflect on their use of it as they move toward mastery. Monitor each student to determine what personal meaning he or she has made related to the strategy.
8. Discuss with students how the strategy can be used beyond the language and culture classroom.

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Instructional Strategies

Instructional strategies are the techniques and activities teachers use to help students become independent learners and develop and experiment with learning strategies.

Students exhibit a wide variety of perceptions, prior knowledge, attitudes and learning preferences. Teachers are encouraged to provide a variety of instructional strategies to ensure that all student needs are being met.

The following instructional strategies can be used across grade levels.

Alphabet Activities

Alphabet activities teach students to identify the names and sounds of the letters in the alphabet and should be done as part of other language learning. Alphabet knowledge should not be considered a prerequisite for participating in other activities. It is important to acknowledge the sound each letter makes, but it is also important to do so within meaningful contexts as early as possible; e.g., sounds as part of words as soon as some words are known.

Possible Student Learning Strategies:	
Cognitive	• Listen attentively • Identify similarities and differences between aspects of Spanish and your own language(s)
Interpretive	• Listen selectively based on purpose

⊙ Letter Sorts

Collect plastic letters or print letters on squares of paper and have students identify each of the letters in the alphabet by naming them or by pointing to them when prompted.

Auditory Discrimination Activities

Auditory discrimination activities require students to consider and identify sounds in words. These activities can be used to introduce oral language.

Possible Student Learning Strategies:	
Cognitive	• Use mental images to remember new information • Look for patterns and relationships
Interpretive	• Listen selectively based on purpose • Determine the purpose of listening

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⊙ Find the Right Sound

Create or purchase flash cards that include pictures of objects with the names written below. Instruct the students to listen for a particular sound as you read each word. Have students collect only those cards with the words that contain the right sound; e.g., all the cards with words containing "rr". The students then hand in the cards, repeating the words as they do so. If the students make a mistake, simply take the card, point to the word and repeat it, say the letter sound on its own and move on.

⊙ Sort the Sounds

Create or purchase flash cards that include pictures of objects with the names written below. Instruct the students to listen to the words as you read them and decide which "sound category" (e.g., "rr" or "r") they belong to. The students should take each card and put it in the correct pile, repeating the word as they do so. If the students make a mistake, simply take the card, point to the word and repeat it, say the letter sound on its own, then place the card in the correct pile.

Categorizing

Categorizing involves grouping objects or ideas that have common features or relationships. It enables students to see patterns and connections and develops their abilities to manage and organize information. Categorizing is often used to organize information produced during a brainstorming activity.

Possible Student Learning Strategies:	
Cognitive	• Group sets of things together—vocabulary, structures—with similar characteristics • Look for patterns and relationships

Cloze Activities

In cloze activities, words, phrases or letters are omitted from printed text. Students employ language cueing systems to insert words or letters that complete the text in a meaningful way. Cloze activities promote sense-making skills and reflection on the rules of language (e.g., "I know the word and to fill in the missing sound I need to add the letter 'a.'" "This sentence doesn't make sense unless I put the word 'and' in it."). Avoid having too many blanks initially, and begin by blanking-out the same type of letter or word consistently (e.g., the long vowel sounds, the adjectives).

Possible Student Learning Strategies:	
Social/Affective	• Seek the assistance of a friend to interpret a text
Interpretive	• Listen or look for key words • Infer probable meanings of unknown words or expressions from contextual clues

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⊙ Letter-level Cloze

Select high frequency words from students' oral vocabulary, from classroom word walls or from reading, and reproduce them with key letters missing. Begin by following a consistent pattern; e.g., remove the first letter, remove the last letter. Students should know what word they are trying to make either because it has been vocalized or because it is within a familiar context; e.g., a sentence from a story. As students become more adept, focus on words that are easily confused. This works really well as part of a mystery message written on the board each morning as a "do now" activity.

⊙ Word-level Cloze

Select sentences from students' reading or language-experience stories (short pieces of writing dictated by the student) and reproduce them with key words missing. Begin by following a consistent pattern; e.g., remove adjectives. Students should be able to use the context of the sentence to figure out a word that makes sense. Early on, it is advisable to provide students with a bank of possible words to choose from.

Tips for Cloze Activities

1. Introduce students to cloze procedures with oral activities. Read a passage aloud, pausing occasionally to encourage students to complete lines or phrases with appropriate and meaningful words.
2. Choose or write a text appropriate to the students' level of understanding. Leave the first sentence untouched. Delete a number of words from the rest of the text, leaving the last sentence untouched as well. There are a number of ways to decide possible words to delete; e.g., key words related to the topic of the sentence or words that have a particular grammatical function, such as all the adjectives or pronouns.
3. Replace the words with blanks of equal length so there is no clue as to the length of the deleted words.
4. Advise students to use any clues they can find in the text or any knowledge they have of the topic or language to try to discover what the missing words are.
5. Ask students to explain why they think a particular word fits the blank in the sentence. If there is more than one suggestion, students can discuss reasons for each choice and decide which suggestion is best. The sharing of ideas and of interpretation strategies is an important aspect of this instructional method.

Graphic Organizer Activities

➔ **For more information and blank templates ...**

Appendix D

Graphic organizers can help students understand a concept and reduce the load on their short-term memories. Displaying a concept visually enables students to focus their attention on language development. Graphic organizers link the language and content, often forming a bridge to knowledge that the student may already have in his or her first language.

Using a graphic organizer to teach new concepts is an effective way to engage students in discussion and have them learn essential vocabulary in a meaningful context.

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Initial teaching about the use of graphic organizers should always include teacher modelling and discussion about the role of graphic organizers in helping students organize their thinking and in providing a base of information. For example, when showing students the process for using a genre map to analyze a mystery, read a mystery to the class and help students identify on a large genre map at the front of the class the mystery, the events, the main suspects and the reasons for the suspicion. Discuss the key elements of a mystery and how relationships in a mystery might be represented. Students could then read a short mystery and complete their own maps. Further scaffolding might be accomplished by giving students a partially completed map or by providing support in picking out and placing information on the map.

After classroom practice with a variety of graphic organizers, students should be able to choose appropriate organizers related to their purpose, explain their choices and use organizers effectively; e.g.,

- use webbing during a brainstorming activity to record thoughts in preparation for narrowing the topic
- use a compare and contrast map, such as a Venn diagram, for comparing climates or when comparing two versions of a story.

Possible Student Learning Strategies:	
Cognitive	• Use word maps, mind maps, diagrams, charts or other graphic representations to make information easier to understand and remember • Look for patterns and relationships • Use available technological aids to support language learning
Social/Affective	• Participate actively in brainstorming and conferencing as prewriting and postwriting exercises

⊙ Brainstorming Webs

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Appendix D

Brainstorming is effective for generating lists of ideas and creating interest and enthusiasm for new concepts or topics. Students can also use brainstorming to organize their knowledge and ideas. Information gathered during brainstorming can serve as a starting point for more complex tasks, such as projects, outlines, mind maps or decision making.

Tips for Brainstorming

1. Accept all statements. Emphasize quantity rather than quality.
2. Prohibit criticism—all ideas are accepted no matter how outrageous or far-fetched.
3. Do not allow discussion except for clarification.
4. Encourage participants to build on others' ideas.
5. Set a time limit.
6. First generate ideas and then combine and order them.
7. Brainstorming in Spanish may not be possible until students develop a level of proficiency that allows them to express their ideas.

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⊙ Concept Map

Concept mapping can help students visualize how ideas are connected and lead to understanding of linguistic relationships and how knowledge is organized. The concept mapping process can improve students' oral communication, comprehension and problem-solving skills. Concept maps identify key ideas to be learned and can be used to facilitate the learning of these key ideas, to review subject matter or to summarize a unit or a lesson. When developing a concept map, the teacher and students identify a set of concepts associated with a selected topic. Concepts are ranked in related groups from general to specific. Related concepts are connected and the links can then be clarified with pictures, visuals or with Spanish words, phrases or sentences.

⊙ Decision Making (PMI Chart)

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Appendix D

Students can use Plus, Minus and Interesting information (PMI charts) to compare and contrast situations, ideas or positions. PMI charts give students a format for organizing information and evaluating their knowledge and ideas. For more information, see the PMI chart instructions in Appendix D.

⊙ Decision Making (What I Have, What I Need)

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Appendix D

A decision-making model such as What I Have, What I Need offers a step-by-step process that encourages students to look for more than one solution, choose the best alternative and develop an action plan for implementing their decision. By breaking down decision making into specific steps and taking the time to generate a variety of possible decisions, students at any grade level can become better, more creative decision makers.

⊙ Flowchart

Flowcharts graphically depict a sequence of events, actions, roles or decisions. They foster the development of logical and sequential thinking and promote the development of organizational and planning skills. Flowcharts can provide a useful outline for writing.

⊙ Idea Builders

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Appendix D

Idea builders create a context for introducing or clarifying new concepts, such as developing an understanding of a particular value. They are especially helpful for English as a second language students or students with special needs who require support in understanding new concepts. Idea builders encourage students to:

- make connections between what they know and what they will be learning
- gather information related to a concept by identifying essential and nonessential characteristics or examples
- examine concepts from multiple perspectives
- develop inductive and divergent thinking
- focus their attention on relevant details.

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⊙ KWL Charts

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Appendix D

KWL is a brainstorming strategy that encourages students to be active learners. Students begin by creating a chart with three columns. In the first column, students record the information they already **K**now about the topic. In the second column, students write a list of questions they **W**ant to answer about the topic (these questions provide the focus for reading). In the third column, students record the information they have **L**earned about the topic.

Tips for Using KWL Charts

1. Students read or listen to a text or watch a visual presentation. List on the board, under "what we Know," information students know or think they know about a selected topic. Next list questions students want to answer about the topic under "what we Want to know."
2. While researching, participating in a field trip or otherwise investigating a topic, students are asked to keep in mind the information listed under "what we Want to know."
3. After the investigation, students identify what they learned, and that information is listed under "what we Learned." Students complete the activity by contrasting the information listed under "what we Learned" with that listed under "what we Want to know."
4. Information gathered in a KWL chart can facilitate learning log reflections and goal setting for students.

⊙ Mind Maps

➔ **For more information ...**

Appendix D

Mind maps are an easy way to represent ideas by using key words, colours and imagery. Their nonlinear format helps students generate, organize and see connections among ideas. Mind maps integrate logical and imaginative thinking and create an overview of what students know and think about a topic. Webs are simple mind maps. Adding pictures, colours and key words transforms them into more powerful tools for learning, for remembering and for generating ideas.

⊙ Story Maps

Story maps are graphic representations of key story elements: character, plot, problem or goal, mood, setting, theme and resolution. They provide visual outlines that help students to understand story elements and plot development and to remember story content.

Tips for Story Map Activities

1. Review the key story elements: plot, character, mood, setting, conflict, theme and resolution. These elements can be recorded on an overhead or a chalkboard in chart form or in the form of a story map.
2. Students listen to or read a story or view a movie. Provide students with a template for a story map. Students fill in the key information as you model the process. Remind students that only the major events are to be recorded.
3. Model with older students how to use the key information to determine the theme. Have students record the theme in the appropriate space on the story map. Once students are familiar with story maps, they will be ready to use them on their own to analyze stories they read or movies they view.

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⊙ Triple T-chart

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Appendix D

T-charts can be used to help students organize their knowledge and ideas and see relationships between pieces of information. T-charts can have two, three or more columns. As students explore core values, T-charts can be used to create visual pictures of what those values look, sound and feel like. T-charts can also be used to explore social issues, compare and contrast different situations, or investigate two or more aspects of any character and citizenship topic.

⊙ Venn Diagram

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Appendix D

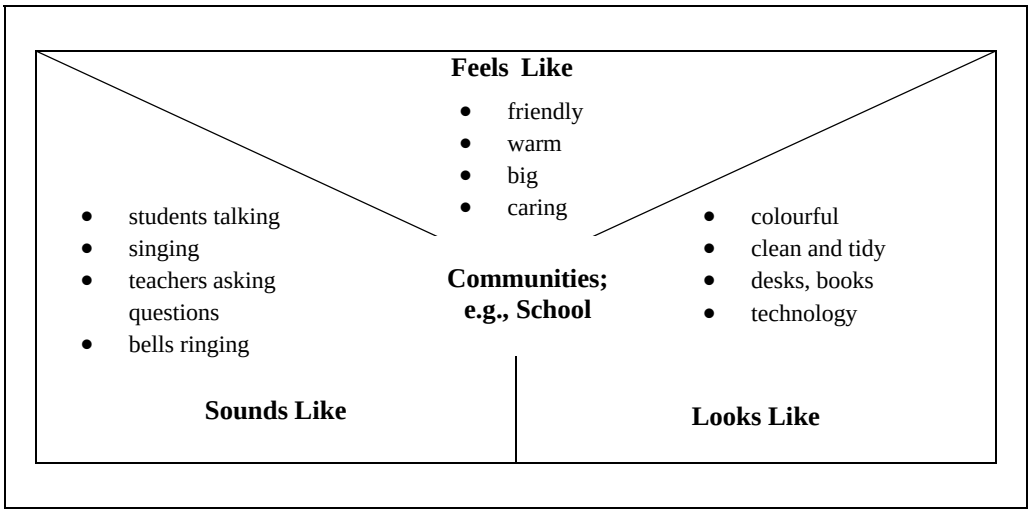
A Venn diagram provides an effective framework for comparing and contrasting. For more information, see the Venn diagram instructions in Appendix D.

⊙ Y-charts

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Appendix D

Y-charts are graphic organizers that serve to organize ideas about what a particular topic sounds like, feels like and looks like. For example:



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Cooperative Learning Activities

➔ **For more information ...**

Chapter 4
Using Collaborative Learning

Cooperative learning involves students working in small groups to complete tasks or projects. Tasks are structured so that each group member contributes. Success is based on the performance of the group rather than on the performance of individual students.

Cooperative learning stresses interdependence and promotes cooperation rather than competition. Establishing and maintaining cooperative group norms develops the concept of a community of learners.

Cooperative learning activities play an important role in increasing students' respect for, and understanding of, one another's abilities, interests and needs. These activities promote risk taking and team building and develop group responsibility and social skills. Cooperative group work provides opportunities for students to take an active role in the language acquisition process, while allowing the teacher to be a "guide on the side."

Possible Student Learning Strategies:	
Social/Affective	• Initiate and maintain interaction with others • Work cooperatively with peers in small groups • Work with others to solve problems and get feedback
Interactive	• Interpret and use a variety of nonverbal cues to communicate • Repeat part of what someone has said to confirm mutual understanding

Tips for Cooperative Learning Activities

1. Create small, diverse groups to allow students to learn from one another's strengths and abilities.
2. Structure groups so success depends on each group member being responsible for some part of the task. Assign roles within each group. Rotate roles so that all students have the opportunity to experience each role.
3. Discuss and model collaborative skills, such as listening, allowing others to speak, asking for help, reaching consensus and completing a task within the allotted time. Provide opportunities for students to practise these skills and to receive feedback and reinforcement.
4. Allow students time to evaluate the cooperative learning process, both individually and as a group.

⊙ Brainstorm Carousel

Brainstorming allows students to share their ideas in a collective manner. Ideas flow and build on one another as the group generates many ideas on a specific topic. The brainstorming process develops student vocabulary and creates an environment that encourages respect for others, as judgement is suspended on all the ideas presented.

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In the "carousel" approach to brainstorming, students are divided into groups of four to six, depending upon the number of subtopics. Each group is provided with one sheet of chart paper and a different coloured marker so group contributions can be tracked by colour. Each group writes down as many ideas as possible on their designated subtopic within a set period of time. Students then pass their chart paper to the next group. The groups review the ideas of the previous group and add their own. The chart paper circulates through all groups until it returns to its original group.

⊙ Corners

In a corners activity, students express opinions and listen to the different points of view of their classmates. This helps to promote understanding of, and respect for, others.

To begin, announce what each corner of the room will represent. Actual objects or pictures can be placed in each corner to facilitate recognition. Ask a question and have students think about the question and decide which corner best represents their thinking or their answer to the question. Students then go to the designated corner and discuss their answers with the other students who chose that corner. A spokesperson from each corner is chosen to summarize and present the ideas discussed.

Example

When discussing holidays and celebrations, place a symbol representing a different celebration in each corner of the room—a Christmas ornament, a picture of a birthday cake, an Easter basket and Family Day circled on a calendar page. Ask a question such as: *Which is the most important celebration/holiday for you and why?*

Students move to the holiday/celebration corner they feel is most important. The students in each corner discuss their ideas, then listen to and paraphrase ideas from all the other corners.

⊙ Eight Square

This instructional strategy is useful for accessing and reviewing background knowledge and is particularly beneficial for students experiencing difficulty, as they are exposed to the information over and over again.

Eight square activities function like a scavenger hunt. Students are given a piece of paper divided into eight squares, each of which identifies a specific piece of information to look for. The eight squares can reflect questions about language, food, arts or any other element of the culture being studied. Students must then circulate around the room, seeking out classmates who can provide the information requested and sign the appropriate square. Finally, the teacher calls on a student to share the name and information from one square of his or her paper with the class. The person whose name appears in the square will be the next to share with the class. Individual students can be called on only once.

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Example:

Find someone who can:			
name the letters of the Spanish alphabet	name three body parts in Spanish	name four family members in Spanish	sing you a simple song in Spanish
identify a difference between his or her first language and Spanish	name two modes of transportation in Spanish	name three items of clothing in Spanish	name a strategy for remembering new vocabulary

⊙ Focus Trio

Focus trio is used with oral comprehension (audio or video segments, guest speakers) or with written comprehension activities. It allows students to anticipate or predict the content of a presentation or text based on their previous knowledge. This strategy helps to build confidence and risk-taking behaviour.

Students are divided into groups of three. Trios are asked to write down what they already know about the topic or questions that they think will be answered. When they hear or read the text, students verify their predictions and write down any new information they find interesting. After the presentation, they discuss predictions and new information. A class discussion may follow.

⊙ Informal Groups

Pairs or small groups are quickly formed to do a specific task in a short period of time. Students could brainstorm lists of words or ideas; express personal opinions on a film, a song or a current event; or give a brief report on learning strategies they have recently tried. They could share Spanish culture–related Internet sites they found useful and interesting.

⊙ Inside–outside Circle

In this activity, students form two concentric circles with the two groups facing each other. Each student works with the person facing him or her to discuss, describe or practise. Students then rotate to the right or left around their circle and repeat the activity until everyone has shared several times with different partners. The same procedure can be used for students to develop and pose their own questions. This instructional strategy is an effective way to encourage every student to participate while teaching skills and concepts that may require varying degrees of repetition for mastery, such as vocabulary acquisition and grammar.

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Example

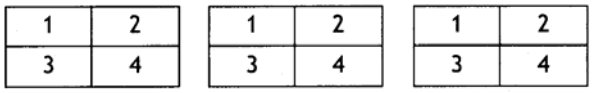
Each student is given a picture card with an illustration of an item from a lexical field such as family, body parts, animals or holidays. On a cue from the teacher, students rotate several places to the left or right and present their picture cards to their partners. Each student attempts to name the item depicted on the other's card. If a student is unable to answer, his or her partner provides the answer.

To allow for varying developmental levels, include the text on the back of the card and provide each student with a developmentally appropriate vocabulary to ensure that all students have learned at least one new vocabulary item.

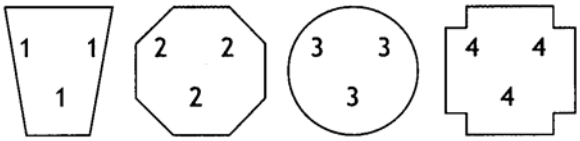
⊙ Jigsaw

Jigsaw is a strategy for organizing cooperative learning groups to share the workload on larger projects.

Divide students into groups of four. These groups will be the students' home groups. Explain the project, outline student responsibilities, explain the skills that are to be developed and clearly explain how students will be assessed. Within the home groups, each student agrees to a particular role and becomes the "expert" on that role for the group.



The experts on the same topic for each home group then come together to form expert groups. In their expert groups, they work on their particular aspect of the project and decide how to present or teach this to the other members of their home groups.



Once students finish in their expert groups, they return to their home groups. They use what they have learned and teach it to the other group members, remaining the expert on that role for their groups.

Jigsaw activities can help students explore program outcomes that relate to historical and contemporary elements of the culture and outcomes that focus on using strategies to maximize the effectiveness of their learning.

Tip for Jigsaw Activities

As groups work, observe student progress, record your observations for feedback and intervene to assist if needed. Encourage the group members to solve any problems collaboratively.

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⊙ Numbered Heads

This strategy is effective for reviewing material, checking for knowledge and comprehension, and tutoring. It develops team-building skills and provides a safe risk-taking environment, since the group is challenged to arrive at a consensus. This activity can be less threatening for students who are shy or have weaker oral skills.

Students are organized into groups of four, and the group members number off from one to four. Students are asked a question and are given time to collaboratively come up with an answer. Call out a number from one to four. The person assigned that number in each group raises his or her hand or stands up. Randomly select one of these students to answer. If the answer is incorrect, call on another of the selected students to give an answer.

⊙ Round Robin

Students are divided into groups of four. When the signal to begin is given, each student, in turn, contributes an idea orally—a word, phrase or sentence.

Example

Students are grouped into fours and asked to name the twelve months of the year. The first student starts by saying *enero* (January). The next student would follow by saying *febrero* (February) and so on until all twelve months have been named. Each student could then be asked to identify his or her favourite month.

⊙ Talking Chips

Talking chips is a cooperative learning strategy that can be used effectively during group discussion. It is appropriate for use with elementary and junior high school students. Each student is given one marker. When a student wishes to speak, he or she puts his or her marker in the centre of the group's circle. A student cannot speak again until everyone in the group has placed his or her marker in the centre. When each student has had the chance to speak, the markers are retrieved and anyone can speak again by repeating the process. This strategy ensures that everyone has an equal opportunity to speak.

⊙ Think–Pair–Share

In a think–pair–share activity, students think individually, turn to a partner and discuss in pairs (or trios) and then share responses with the large group. This type of sharing allows for flexibility and can easily be used throughout learning activities. Think–pair–share activities usually ask students to summarize, question or clarify ideas. All students are accountable for listening actively and contributing to the group and/or the class, making this strategy valuable for students who rarely participate or for those who find active listening difficult. Also, as they share in pairs or in trios, students are exposed to peer models of language response and social behaviour.

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⊙ Three-step Interview

This strategy maximizes student participation and is useful for predicting, hypothesizing, providing personal reactions, reinforcing content and summarizing learning.

Divide students into groups of four and then into pairs. Partner A interviews Partner B. Then the students reverse roles. Each student, in turn, shares with the group what he or she has learned in the interview.

⊙ Three-to-one Technique

In the three-to-one technique, the teacher poses questions that allow at least three possible answers. In trios, each student gives one possible answer and a recorder for the group writes down the responses. Students with learning difficulties might respond with only one word but are still able to contribute to the group. The teacher then asks a follow-up question that challenges the students to agree on one best answer by discussing and possibly combining ideas. Each member must agree on the selected answer and be able to justify the answer to the class (Bellanca and Fogarty 1990).

Demonstration

Discuss and model particular skills or processes that help students acquire procedural knowledge; e.g., taking students step-by-step through the writing process or a particular learning strategy.

Possible Student Learning Strategies:

Interpretive

- Determine the purpose of listening
- Listen or look for key words
- Infer probable meanings of unknown words or expressions from contextual clues

Example

Demonstrate how to make a traditional cup of hot chocolate, how to play castanets, how to introduce a student to the class and so on.

Didactic Questions

Didactic questions ask for facts that focus on one topic. Effective didactic questions check for learning, tap into previous learning and encourage creative thinking. They often begin with *who*, *what*, *where*, *when* or *how*.

Possible Student Learning Strategies:

Interpretive

- Make connections between texts on the one hand and prior knowledge and personal experience on the other
- Summarize information gathered

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Forming Learning Groups

Depending upon the nature of the task or the activity, the class can be divided into pairs, trios, quads and so on. The pairs or groups can be formed at random or can be predetermined. Once in pairs or groups, various group roles can be assigned, again at random or predetermined before the activity or task begins.

⊙ Chalkboard List

This is a good strategy to use when students are finishing their work at different times. As students complete one assignment, they write their names on the chalkboard. When three names accumulate, they form a new group and move on to the next activity.

1. Lee	1. Eric	1.	1.
2. Sam	2. Haijia	2.	2.
3. Rain	3.	3.	3.

⊙ Pairing Up Partners

Partners can find each other by following a matching process. Use sets of cards with categories such as:

- opposites
- synonyms
- word associations
- first and last names
- one half of a shape or a picture.

⊙ Random Groups

Students number off or they draw names, shapes, puzzle pieces or toothpicks out of a bag or hat. The matching process can also be used with categories such as:

- one's birthday month
- cities
- provinces
- seasons
- weather expressions
- various forms of a conjugated verb
- clothing
- playing cards.

Gallery Walk

Gallery walk (Brownlie and Close 1992) is a process by which students use observation skills to gather data and draw conclusions about a topic. Gallery walk is frequently used with other learning strategies to allow students to view others' work, including representations, and process the content in preparation for further discussion or consensus building.

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Tips for Gallery Walk Activities

1. The teacher or students construct displays representing various aspects of a topic. Displays may also be the result of individual student or small-group inquiries on a topic. One person serves as the curator and remains to explain the display.
2. Students are paired and directed to visit displays located around the room. Students are to observe the displays carefully, talking with their partners and recording their observations and the important points of their discussion. They then move on to the next display and repeat the procedure.
3. Students review their observation notes and then make individual lists of what they think are the most important observations.
4. Each student shares his or her individual list with someone other than the original partner and negotiates with a new partner to create a common list.
5. Each pair of students finds another pair of students and negotiates a common list for that group.
6. Follow-up might include written summaries, whole-class consensus or short oral feedback sessions.

Games

➔ **For more information …**

Danesi, Marcel. *A Guide to Puzzles and Games in Second Language Pedagogy*. Toronto, ON: OISE Press, 1985.

Once students have developed a level of comfort with the new language and environment, games can be an effective means of learning new vocabulary, reinforcing concepts and assessing literacy skills. It is important to develop a variety of games, for storage in learning centres, that involve the whole class, small groups, partners, individuals, teacher direction and independent use. Games are often:

- interactive
- cooperative
- competitive
- fun
- clearly defined by rules
- over at a predetermined point.

Some examples of games frequently played by second language teachers are Simon Says, Around the World, Hangman, Go Fish and Twenty Questions.

Possible Student Learning Strategies:

Social/Affective	• Understand that making mistakes is a natural part of language learning • Be willing to take risks and to try unfamiliar tasks and approaches • Work cooperatively with peers in small groups

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Tips for Games Activities

1. Target a particular language concept, such as a lexical field, a grammatical structure or a specific application, as the academic focus of the game.
2. Focus as much as possible on student-to-student interaction.
3. Allow for errors and lots of practice.
4. Use games to support what is being taught in class.

Gouin Series (Echo-acting)

For this strategy, prepare a series of six to eight short statements describing a logical sequence of actions that takes place in a specific context; e.g., getting up in the morning, cooking a meal, using the library, making a telephone call. These statements should all include action verbs and use the same tense and the same person throughout. Present the statements to the class orally, accompanying them with pantomime of the actions involved. The class responds first through mimicking the actions involved and later by imitating the statements while doing the actions. For example:

- I get up in the morning.
- I stretch.
- I walk to the bathroom.
- I brush my teeth.
- I comb my hair.
- I walk into the bedroom.
- I make my bed.
- I get dressed.

In preparing a Gouin series, it is useful to have simple props and visuals for at least some of the activities.

Group Roles

➔ **For a blackline master ...**

Appendix C
Group Roles Organizer

The roles in a cooperative learning group depend on the task. Before assigning roles, review the task and determine what roles are necessary for the group to be successful. Roles could include the following:

Checker	Ensures that everyone understands the work in progress.
Encourager	Encourages everyone in the group to contribute, and offers positive feedback on ideas.
Materials Manager	Gathers the materials necessary to complete the task. At the end of the task, the materials manager returns the materials and turns in the group's work.
Observer	Completes a checklist of skills and strategies used for the group.
Questioner	Seeks information and opinions from other members of the group.
Recorder	Keeps a written record of the work completed.
Reporter	Reports on the group's work to the rest of the class.
Timekeeper	Watches the clock and makes sure the group finishes the task within the time allotted.

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When introducing roles to the class, explain and model them. Give students opportunities to practise them. Emphasize that all roles are equally important and contribute to the success of the group.

Cooperative learning creates opportunities for students to learn and apply important social and communication skills. It enhances perspective, encourages higher-level reasoning, creates social support and provides opportunities for students to participate in meaningful, thoughtful activity.

⊙ Random Roles

Pass out role cards to each group member or distribute coloured candy, shapes, buttons, beans or any collection of objects, where each object represents a particular role.

⊙ Group Assessment

➔ **For more information ...**

Chapter 7

There is some debate regarding the assignment of a group mark for cooperative learning activities. Spencer Kagan argues against using a group achievement mark for the following reasons.

- If grades are partially a function of forces out of students' control, such as who happens to be in their group, that sends students the wrong message.
- Group marks violate individual accountability if individual students find ways to manipulate situations to their advantage.
- Group achievement marks are responsible for parent, teacher and student resistance to cooperative learning.

Rather than awarding group achievement marks, Kagan suggests providing feedback in written form on students' cooperative learning skills. Kagan believes students will work hard if they know in advance that such feedback will occur. He also suggests asking students to set their own goals and use self-assessment to promote learning and improve social skills.

Independent Study

➔ **For more information ...**

Chapter 5 Independent Study

Independent study can develop skills that enable students to become lifelong learners. The student or the teacher may initiate independent study activities that develop sound independent study habits. Students may work with a partner as part of a small group or alone. Independent study activities can be used as a major instructional strategy with the whole class, or in combination with other strategies. Such activities can be used with one or more individuals while the rest of the class is involved in another strategy.

Group Assessment: Adapted from Spencer Kagan, "Group Grades Miss the Mark," *Educational Leadership* 52, 8 (May 1995), pp. 70, 71. Used with permission. The Association for Supervision and Curriculum Development is a worldwide community of educators advocating sound policies and sharing best practices to achieve the success of each learner. To learn more, visit ASCD at www.ascd.org.

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Possible Student Learning Strategies:	
Cognitive	• Find information, using reference materials such as dictionaries or textbooks
Metacognitive	• Be aware of your strengths and weaknesses, identify your needs and goals, and organize strategies and procedures accordingly • Keep a learning log • Make choices about how you learn

Tip for Independent Study

Assessment of the abilities students already possess is important before independent study begins. Specific challenges can be incorporated into independent study assignments to build upon and further develop individual capabilities.

Information Gap Activities

In information gap activities, students exchange information to solve a problem, gather information or make decisions. These activities can be done in pairs, be teacher-led or involve groups of students. They may be highly structured or fairly open-ended and are often used to reinforce previously learned vocabulary and structures.

Ideally, information gap activities are as close to real life as possible, using questions and answers the same as or similar to those found in real-life situations. Students will then have a purpose for exchanging information; e.g., a task to complete, a puzzle to solve or a decision to make.

Possible Student Learning Strategies:	
Social/Affective	• Work with others to solve problems and get feedback on tasks
Interactive	• Indicate lack of understanding verbally or nonverbally

Information Gap Activity Example

1. Organize students in pairs, and identify and review vocabulary and structures that are needed to complete the activity. For example, the activity could use a basic question structure and the vocabulary associated with the objects found in a classroom.
2. Provide Student A with a picture depicting a familiar scene, such as the inside of a classroom. Provide Student B with a picture of the same scene with some alterations; e.g., objects added or missing. Students ask each other questions in Spanish to determine which objects are missing from their own picture. Students sketch in objects they discover are missing from their own picture. Once complete, students assess the accuracy of their communication by comparing their pictures.
3. Circulate through the classroom while the activity is in process. Record anecdotal notes of how each individual is demonstrating the development of skills in relation to the defined learning outcome(s). Notes should be ongoing through several classes to allow for tracking of skill development and identification of any challenges a student might encounter.

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Interviews and Surveys

Interviews and surveys can be conducted on almost any topic and aim to facilitate the development of the language through application. They can be used to collect information from a defined sample of people to determine and report the frequency of particular responses to specific questions. Information collected may be strictly factual (e.g., month and year of birth, number of people in the family) or it could be more subjective (e.g., likes and dislikes, opinions on a specific topic). Simple factual surveys are recommended for beginners.

Possible Student Learning Strategies:

Interactive	• Interpret and use a variety of nonverbal cues to communicate • Ask for clarification or repetition if you do not understand

Tips for Interviews and Surveys

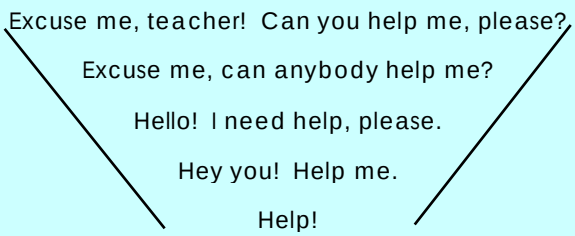
1. **Prepare**: Review the procedure with the class. Explicit teaching or review of structures for asking questions may be needed.
2. **Plan**: Collaboratively decide the purpose of the interview or survey and if questions will be oral or written. Formulate questions to ask, choose the sample of people to survey and divide the work among the students.
3. **Collect Data**: The interview/survey is conducted in the manner agreed upon; e.g., in person interviews (preferable for beginners), surveys by phone or e-mail, surveys on paper.
4. **Organize and Display Data**: Once data has been collected, it should be compiled and displayed. Results are often displayed by using a graph. The type of graph used will vary with the age and mathematical understanding of the students. With advanced planning, an interview/survey activity can be integrated with a topic from mathematics class.
5. **Summarize, Analyze and Interpret Data:** For simple factual interview/survey results, these steps are relatively easy. If information about opinions or values has been gathered, there is more opportunity for discussion and differing interpretations. Students may present their interpretations orally or in writing.

Language Ladders

Creating language ladders is an effective strategy for teaching essential classroom language. Essential language phrases are directly taught, usually at a rate of one each day. These phrases usually represent a series of different ways to express a similar idea or need, often in different registers, degrees of politeness or social context; e.g., different ways of greeting people or giving praise or encouragement to group members. Language ladders are posted on the wall with accompanying visual cues, and language phrases are always grouped (like the rungs of a ladder) to show their relationships and to assist students in remembering their meanings.

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Example A: Help Expressions



Example B: Classroom Permission

May I go to the washroom, please?

May I get some water, please?

May I go to the library, please?

May I go to the office, please?

May I go to the playground, please?

Possible Student Learning Strategies:

Cognitive	• Group sets of things together; e.g., vocabulary, structures with similar characteristics • Use word maps, mind maps, diagrams, charts or other graphic representations to make information easier to understand and remember
Productive	• Use words visible in the immediate environment

Learning Logs

➔ **For more information ...**

Chapter 7
Learning Logs

A learning log is usually a single notebook with various sections that provide places for students to journal (reflect) and log (record with purpose).

Students record their personal reflections, questions, ideas, words or expressions to remember, or the feelings they have about experiences in class. Ideally, such reflective thinking and writing is done on a regular basis and the teacher responds with oral or written advice, comments and observations.

Learning logs are usually more objective, providing a place to record observations on learning activities, lists of books read or films watched, or notes on learning strategies.

Until students develop an appropriate level of proficiency in Spanish and in reflective thinking and writing, they will need teacher guidance and will likely reflect in English. The transition to using more Spanish and more independent reflection is made over time. Once the transition is made, reflecting becomes a strong and meaningful context for students' Spanish use.

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If students have little experience in reflective writing, it is a good idea to model the process by doing a collective journal on large chart paper. Begin by discussing the reasons for keeping a journal and ways the journal can be used, so students understand the process and the purpose.

Tips for Learning Logs

1. Ask specific questions to guide students. Provide suggestions for topics.
2. Provide regular opportunities for students to write in their learning logs (reflective section)—perhaps a few minutes before or after an activity or at the end of each week.
3. Students choose whether or not to share their journal entries with the teacher or their fellow students. If students decide to share part or all of their journals, teachers can respond individually with questions or comments to extend thinking. **Since the primary purpose of a journal is not to practise writing, teachers should not correct the grammar, spelling or punctuation in student journals.**
4. Encourage students to regularly reread what they have written in their journals and reflect on what they have written.
5. If students are having difficulty expressing their thoughts in words, suggest that they add drawings or other visual representations to express meaning.

Students benefit from discussion about what they are learning, why they need to know specific aspects of the language or culture, and how they are learning. The discussion helps students develop the language they need to write effectively about their learning.

Encourage students to retell, relate and reflect by looking back, looking in and looking forward.

Looking back (Retell)
What activities did we do?
What did I learn?
What strategies did I use during the activity?

Looking in (Relate)
What did I like or dislike about the learning experience?
How does what I learned relate to what I already knew?
What questions or concerns do I have about what I learned?

Looking forward (Reflect)
What would I like to learn more about?
What goals could I set for myself?
How might what I learned help me in the future?

Possible Student Learning Strategies:

Metacognitive	• Reflect on learning tasks with the guidance of the teacher • Reflect on the listening, speaking, reading and writing process • Keep a learning log • Be aware of your strengths and weaknesses, identify your needs and goals, and organize strategies and procedures accordingly

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Mini-lessons

Short lessons can efficiently deliver small amounts of information to students, such as aspects of culture or a grammatical structure. Mini-lessons are effective when they are limited to 10–15 minutes. Incorporate group discussion and/or demonstrations and feature visual aids such as overhead transparencies or posters.

Possible Student Learning Strategies:	
Cognitive	• Listen attentively
Metacognitive	• Listen or read for key words • Be aware of the potential of learning through direct exposure to the language

⊙ Turn and Talk

Have students turn to a neighbouring student and discuss the mini-lesson they have just heard. Have them summarize the content of the lesson, using a graphic organizer such as a concept map, a Venn diagram or a flowchart. Specify the organizer that best suits the topic or the content of the lesson, or discuss with students which graphic organizer they think would work best and why. Discuss the resulting summaries as a class, and collaboratively develop a master organizer summary on the board.

Reading Instructional Strategies

⊙ Author's Chair

During author's chair activities, students read aloud their written drafts or compositions to their classmates. Listeners provide positive comments and constructive feedback to the author to assist future writing efforts. Writing is usually shared with the entire class, but occasionally authors read to small groups. A special chair or area of the classroom may be designated for this activity.

Tips for Author's Chair

1. Have the author face the audience and read a draft or completed composition. Have the author share accompanying illustrations and explanations with the audience. The audience uses active listening skills to convey respect for, and acceptance of, the author's efforts.
2. Have the author request comments or feedback about the piece from the audience. Encourage audience members to make positive comments related to the events, characters or specific language used in the writing. Encourage the author to ask questions about the clarity and effectiveness of the writing as well as the use of language. Have the audience offer suggestions for revision or considerations for future work.

⊙ Comprehension

Students learn comprehension skills and strategies in a variety of situations while accessing different levels of text and different text types. The focus of guided comprehension is on direction, instruction, application and reflection.

To assist with student comprehension, provide focused instruction of comprehension skills and strategies such as:

- previewing
- self-questioning
- making links to self, text and others

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- visualizing
- using graphophonic, syntactic and semantic cueing systems
- monitoring, summarizing and evaluating.

⊙ Read-aloud

During read-alouds, read to the whole class or to a small group, using material that is at the listening comprehension level of the students. The content of the reading may focus on a topic related to a curriculum outcome in another subject area, such as mathematics, science or social studies.

Reading aloud to students helps them develop a love of good literature, motivation to pursue reading on their own and familiarity with a variety of genres, including nonfiction. It provides them with new vocabulary and contributes to their oral and written language development. Reading aloud should occur frequently to stimulate the students' interest in books and reading.

⊙ Readers' Theatre

Readers' theatre activities encourage students to work cooperatively by taking turns. These activities also support the development and practice of oral language skills by promoting pronunciation, intonation and oral language fluency. In readers' theatre, students read aloud from scripts. They do not require special costumes, sets, props or music. Readers' theatre can be done as a whole class, in small groups or with partners.

Tips for Readers' Theatre Activities

1. Choose an appropriate story or script. Look for lively dialogue, clear prose, balance of parts and an appealing theme. After some practice with scripts, students can adapt a story or poem of their choice.
2. Read the story or script to young students. Older students can take turns reading aloud.
3. Discuss and reflect on the story, characters and author's intent or theme. For example: What did you think about the story? Why? How do you think the characters felt? How do you know what they were feeling? Why do you think they acted the way they did? How do you know? Can you give examples from the story?
4. Assign parts, or have students volunteer, and distribute scripts. Let many students play each part in turn. Write scripts on chart paper or on an overhead projector so students can be free to use hand movements and mime. Colour-code parts so that students can find them easily.
5. Read through the script. Allow students to ask questions, make comments or react to the story. Discuss voice projection, intonation, good vocal expression, facial expression and gestures.
6. Have students practise the script as a whole group or in pairs. In readers' theatre, narrators often stand and characters sit.
7. Share the readers' theatre with others.

⊙ Shared Reading

In shared reading, guide the whole class or a small group in reading enlarged text that all the students can see; e.g., a big book, an overhead, a chart or a poster. The text can be read several times, first for the students and then with the students joining in. Shared reading involves active participation and considerable interaction on the part of students and teachers.

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Shared reading provides an opportunity to model effective reading, promote listening comprehension, teach vocabulary, reinforce letter-sound relationships and concepts about books and print, and build background knowledge on a range of subjects.

⊙ Storytelling

Storytelling activities provide opportunities for students to tell stories by using their own language rather than reading from a text. Students may retell familiar stories, or they may choose to tell stories they have read or written.

⊙ Total Physical Response Storytelling

In total physical response (TPR) storytelling, students use the vocabulary they have recently learned in the context of entertaining, content-rich stories.

Possible Student Learning Strategies:	
Interpretive	• Use gestures, intonation and visual supports to aid comprehension • Listen or look for key words
Productive	• Use nonverbal means to communicate

Tips for TPR Storytelling

1. **Practise and Teach Vocabulary**: Have students learn a selected group of vocabulary words through association with particular actions. Practise these actions with the students.
2. **Produce and Practise Vocabulary**: Once students know the vocabulary, have them pair up. One student reads the word and the other provides the corresponding gesture. Partners reverse roles and repeat.
3. **Perform a Story**: Narrate, aloud, a story that uses the various vocabulary words. As you narrate the story, students will listen and perform the actions to the vocabulary words when they hear them.
4. **Review the Story**: Ask students for their interpretations of the story they have just performed.
5. **Retell and Revise (Advanced)**: Students build upon the story, using their existing language skills to embellish the plot, personalize the characters and create revisions.
6. **Create Original Stories (Advanced)**: Students prepare and act out original stories, using the selected vocabulary.

Reflective Discussions

Reflective discussions encourage students to think and talk about what they have observed, heard or read. The teacher or student initiates the discussion by asking a question that requires students to reflect upon and interpret films, experiences, stories or illustrations. As students discuss information and events, they clarify their thoughts and feelings. The questions posed should encourage students to relate text content to life experiences and to other texts. Interpretations will vary, but such variances demonstrate that differences of opinion are valuable.

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Research Projects

Students may be involved in research projects individually, as partners or as members of small groups. Research projects are effective in developing and extending language skills. While doing research, students practise reading for specific purposes, recording information, sequencing and organizing ideas, and using language to inform others.

Research projects can motivate students through active participation, greatly increasing understanding and retention. Students teach one another by describing what they are doing. These projects ask students to use inductive reasoning. Students can also reflect on their experiences and apply what they have learned to other contexts.

A research model can be used to provide students with a framework for organizing information about a topic.

Possible Student Learning Strategies:	
Cognitive	• Use previously acquired knowledge to facilitate a learning task • Use available technological aids to support language learning • Use word maps, mind maps, diagrams, charts or other graphic representations to make information easier to understand and remember
Interpretive	• Prepare questions or a guide to note information found in a text

Role-play

Children naturally use make-believe to explore roles and situations that they cannot experience directly. Role-play and simulation use this natural learning strategy to explore different aspects of various topics. In role-play, students assume a role (a character, a real-life or imaginary person, or an animal) and are placed in a situation or context. They act as if they were someone or something else. They experiment with what it feels like to be in someone else's shoes and, ideally, develop empathy for that character.

Some props may be used, but generally there are no sets, costumes or makeup. Role-play may or may not involve writing a skit and then reading it or memorizing it for presentation. As students gain experience in role-play, they can take a more active role in planning and guiding the role-play activity.

Role-play is best used at the reinforcement or review stage of learning when students have a fairly good command of the vocabulary and structures but need some practice using them in relatively unstructured situations.

Possible Student Learning Strategies:	
Metacognitive	• Rehearse or role-play language
Productive	• Use knowledge of sentence patterns to form new sentences

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Tips for Role-play

1. **Outline the Situation**: Start by describing a problem to be solved, a conflict to be resolved or a situation involving an unforeseen element. An element of tension can draw students in and impel them to respond and take action. Begin by using fairly routine situations; e.g., asking for directions, ordering a meal in a restaurant or buying something in a store.
2. **Provide Time**: Give students time to explore/research their characters' backgrounds, beliefs, habits and opinions before they actually perform the role-play.
3. **Teacher Involvement**: Assume roles such as chairperson or spokesperson, guide the role-play and encourage students to participate.
4. **Reflection**: Provide a period of reflection following the role-play. Students describe what they experienced and how they felt. Guide the discussion by asking questions and making comments, encouraging the students to think about their experiences. Students may also respond by drawing pictures to express their reactions.

Rules of Sound Activities

Plan activities in which students learn the rules that govern the sounds that letters and letter strings make or do not make. Introduce rules directly (consider dedicating a bulletin board to this) and walk students through reading and spelling examples. Then have students apply what they have learned. These rules can help students with reading and speaking, but it is important to introduce rules slowly and strategically; e.g., introduce each rule only when it is relevant to other learning. Also, consider having students identify similarities and differences in "sound rules" between their first and second languages.

Possible Student Learning Strategies:	
Productive	• Mimic what the teacher says
Interpretive	• Use knowledge of the sound–symbol system to aid reading comprehension

Sharing Circle

In sharing circle activities, the teacher and students sit in a circle and share their thoughts on events and experiences. Sharing circles encourage students' participation as they develop oral language and gain confidence through the sharing of personal responses and ideas.

It is important that the rules for sharing circles are discussed prior to the first sharing circle, such as "sit in a circle," "do not touch anyone," "one person speaks at a time."

Tips for Sharing Circle Activities

1. Sit comfortably in a circle with students so that everyone can see and participate.
2. Model the expectations and procedures before individual students begin to share their feelings about an event or experience. Validate all student responses.
3. It is acceptable for students to pass rather than give a response. Students take turns until all the students who wish to speak have spoken.

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Sketch to Stretch

Sketch to stretch (Short, Harste and Burke 1996) is a strategy that allows students to represent through drawing what they learned during reading, viewing or listening. Students who are not risk-takers often experience success with this strategy, and the strategy provides an opportunity for students with different learning styles to respond in different ways. Students see that others have different interpretations of a selection, and new meanings and insights are gained.

Tips for Sketch to Stretch

1. Students read, view or listen to a selection, either in a small group or as a class.
2. Explain to students that they can represent meaning in a variety of ways and experiment with different ways to represent meaning. Students think about what the story or video meant to them and draw a sketch.
3. Students share their sketches with their classmates. Give the students an opportunity to discuss the sketches and ask questions.

Slim Jims

Slim Jims are long, narrow pieces of paper that students use to record notes. Categories or headings relating to the topic are chosen and written on the paper. Details are recorded in point form as single words or simple phrases under the appropriate heading. This decreases the likelihood that students will copy whole sentences from reference material. The notes can then be used to write such things as reports, summaries and oral presentations.

Visual Imaging

The practice of imaging or mentally visualizing objects, events or situations is a powerful skill that assists students to construct meaning as they listen and read. As students read and listen to others, they incorporate their knowledge and previous experiences to form images of situations, settings, characters and events. These images extend students' comprehension, enrich their personal interpretations and stimulate unique ideas for oral expression and/or writing.

Imaging provides an opportunity for students to vicariously experience what they hear, read and write.

Word Building Activities

Word building activities should be based on relevant vocabulary collected from reading, environmental print or lexical fields. A simple word building activity involves taking the letters from a longer word and scrambling them. Students then rearrange the letters to create smaller words that they record as they try to figure out the big word. Once a number of words have been generated and the big word has been unscrambled, students can use the words they have generated in word analysis activities.

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⊙ Flash Cards

➔ **For more information ...**

Appendix B
Vocabulary and Classroom Expressions

Most vocabulary words are learned through meaningful experiences (e.g., reading, environmental print), but it is still useful to spend some time working with words on flash cards. Initially, flash cards should display the words and associated pictures side-by-side, but later the flash cards can have pictures on the backs and then have no pictures at all. Students could also match word cards with picture cards. Flash cards are often used to teach nouns but can also be used for teaching verbs and adjectives. They should not be used to teach high-frequency words in isolation, as meaningful context is essential.

Possible Student Learning Strategies:	
Cognitive	• Use mental images to remember new information • Memorize new words by repeating them silently or aloud • Place new words or expressions in a context to make them easier to remember

⊙ Making Words

Collect plastic letters or print letters on squares of paper to spell basic three- or four-letter words, and collect or create accompanying picture cards; e.g., have the letters “p”, “e”, “rr” and “o” for *perro* along with a picture of a dog to associate meaning with sound. In order, point to each letter, make its sound and slide it into place until the word is formed. Repeat this action a couple of times, speeding up each time until the sounds run together and you are practically saying the word normally. Have students repeat your actions.

Possible Student Learning Strategies:	
Metacognitive	• Make a plan in advance about how to approach a learning task • Evaluate your performance or comprehension at the end of a task
Cognitive	• Look for patterns and relationships

⊙ Personal Dictionaries

Personal dictionaries consist of words that are familiar and significant to individual students. Word sources include dictated stories and captions, journals and other writing efforts, as well as the students’ own oral vocabulary. For language learning, personal word banks or collections of key words are valuable resources for expanding students’ reading and writing vocabularies. A personal dictionary could be developed throughout the year and kept in a section of the students’ learning logs.

Personal dictionaries should be organized alphabetically or by lexical field. Each entry in a personal dictionary should include a translation in the first language, along with examples of its correct usage or a picture.

Possible Student Learning Strategies:	
Cognitive	• Make personal dictionaries • Place new words or expressions in a context to make them easier to remember
Metacognitive	• Check copied writing for accuracy

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⊙ Word Walls

To create an environment rich in language, create a word wall that reflects developing vocabulary. Post the words in a way that allows them to be removed for reference or reorganization; e.g., sticky notes. Use the word wall as part of regular language learning activities. For example, add a word whenever a student asks for the meaning of an unfamiliar word or seeks a word to help express himself or herself. Organize and reorganize the wall based on the instructional focus; e.g., organize by spelling pattern, lexical field, meaning, usage.

Possible Student Learning Strategies:	
Cognitive	• Group sets of things together (e.g., vocabulary or structures) with similar characteristics
Productive	• Use words that are visible in the immediate environment

Using Technology in the Classroom

Information and communication technologies (ICT) are processes, tools and techniques that affect the way we can communicate, inquire, make decisions and solve problems. Information and communication technologies are used for:

- gathering and identifying information
- classifying and organizing
- summarizing and synthesizing
- analyzing and evaluating
- speculating and predicting.

Skills and processes involved in information and communication technologies can be related to learning strategies included in the Spanish Language and Culture Nine-year Program, Grades 4–5–6, in particular the cognitive strategies. For example:

ICT Skills and Processes	Cognitive Learning Strategy Examples
• gathering and identifying information	• find information, using reference materials
• classifying and organizing	• group sets of things, e.g., vocabulary or structures, with similar characteristics
• summarizing and synthesizing	• use word maps, mind maps, diagrams, charts and other graphic representations to make information easier to understand and remember

Using technological aids to support language learning is also a cognitive language learning strategy suggested in the program of studies.

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ICT Curriculum in Spanish Language and Culture Classrooms

Spanish language and culture students meet communication outcomes from the ICT curriculum as they access information in Spanish through the Internet and as they exchange information and seek support and validation of their ideas through e-mails, chat rooms and discussion forums.

Under the guidance and direction of their teachers, Spanish language and culture students meet foundational knowledge and operations outcomes by using ICT tools in appropriate ways and by understanding what tools can be best used for a specific task. For example, by using digital slide show software with multimedia features to present a project, students demonstrate knowledge of specific technology and use it in an effective way. Information and communication technologies not only allow teachers and students to use tools to enhance and/or support the learning of Spanish, they also provide opportunities to expand communication horizons that bring cultures and worlds together.

Teacher- and Student-oriented ICT Integration

Teachers are encouraged to consider different methods of integrating ICT in their planning and teaching; i.e., teacher-oriented integration and student-oriented integration.

Teacher-oriented Integration

As teachers face the challenges of meeting students' diverse needs and creating the best possible learning experiences for them, ICT tools and devices can be a useful support. ICT tools, such as databases and spreadsheets, allow teachers to plan and track student progress. Communicating with students is facilitated through e-mail, chat rooms and discussion forums. Electronically generated content can also be easily modified to meet the needs of individual students. Technology offers a wide range of possibilities for creating presentations with visual and audio components, and multimedia interactivity can be used to facilitate student practice and learning.

Student-oriented Integration

ICT can contribute to students' active participation in learning tasks. Online journals, blogs, personal Web sites and shared content through digital devices are examples of how students can use technology for learning. Spanish-based keyboard devices are also available on the Internet and can be installed to access characters and fonts specific to the language.

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Suggestions for Using Technology in the Classroom

The following chart illustrates how various technologies can be used to teach specific outcomes in the classroom.

Technology	Specific Outcomes (Grade 4)	Suggestions for Using Technology in the Classroom
word processing	LC–1.3a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields S–2.3a. use simple productive strategies, with guidance	• Students write and design brochures that describe their school, using graphics to enhance the design and to provide meaning.
spreadsheets	A–2.1a. express simple preferences	• Students ask one another about their food preferences and create a spreadsheet to display the information.
draw/paint/ graphic applications	A–6.2a. use the language creatively S–2.3a. use simple productive strategies, with guidance	• Students create collages and other artwork, using electronic graphics and text.
Internet	GC–2.3a. explore similarities between their own culture and other cultures S–1.1a. use simple cognitive strategies, with guidance, to enhance language learning	• Students search the Internet for information on the Spanish culture worldwide, then share the information in group presentations.
e-mail	A–4.1a. exchange greetings and farewells; b. address a new acquaintance and introduce themselves; c. exchange some basic personal information	• Students exchange e-mails with students from another Spanish language and culture class in Canada.
multimedia applications	LC–1.3a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields	• Students use a CD–ROM Spanish/English dictionary to look up words.
clip art/media clips	LC–4.2a. experience a variety of oral and written text forms	• Students examine a variety of Spanish media clips.
audio equipment	LC–3.3a. experience a variety of voices	• Students listen to a variety of audio clips of Spanish speakers from music, movies, television and so on.
video equipment	LC–3.5a. understand the meaning of, and imitate, some common nonverbal behaviours S–2.3a. use simple productive strategies, with guidance	• Students view videos in which Spanish speakers use nonverbal behaviours; then students video-record themselves miming the behaviours.

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Technology	Specific Outcomes (Grade 4)	Suggestions for Using Technology in the Classroom
digital cameras	LC–1.3a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields S–2.3a. use simple productive strategies, with guidance	• Students create booklets that include digital photographs of classmates and of various objects found in the classroom; e.g., desks, displays, books.

These technology devices and tools can be used to enhance existing lesson plans and can also be used as a basis for lesson plans. The sample lesson plan on the following page shows a lesson that integrates ICT outcomes.

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Sample Lesson Plan with ICT Integration

Lesson Title: Our Class Booklets

Date: October 9 **Class:** 4–G

Outcomes

✦ **Applications**
A–1.1a. share basic information

✦ **Language Competence**
LC–2.5a. produce simple written words and phrases in guided situations

✦ **Global Citizenship**

✦ **Strategies**
S–2.3a. use simple productive strategies, with guidance

Possible Student Learning Strategies:
Use words that are visible in the immediate environment

Lesson Description

Using a digital camera, take a photo of each student in the class. Give students a template to complete with personal information; e.g.:

Nombre (Name):
Fecha de nacimiento (Birthday):
Hablo (Languages I can speak):
Mis amigos son (My friends are):
Mi familia (The people in my family are):

Students import the picture to a Word document and type the information in the template. Documents are printed and displayed or bound in a book for students to read.

Differentiation of Instruction

☐ yes ☑ not necessary

If yes, description:

Assessment

Create a checklist with the students that they can use to assess their entries.

Have students respond to the activity in their learning logs.

Materials

digital camera
computers
printer
paper

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Web Links

LearnAlberta.ca

Many of the resources at LearnAlberta.ca are available to guest users, but visitors will need a user ID and password to access all of the resources on the Web site. To obtain login information, teachers should contact their local school administrator or a member of their school jurisdiction technology staff. Alternatively, teachers can contact LearnAlberta.ca via e-mail at LearnAlberta.Contact@edc.gov.ab.ca.

¡Hola amigos! is a multimedia Spanish language learning resource being developed through a collaborative agreement between the Cervantes Institute of Spain and Alberta Education. This support resource is based on Alberta's Spanish language and culture program of studies. Each grade level will have up to 18 scenarios, each introduced by an animated story line and followed by up to 20 engaging, interactive multimedia learning activities. As they are completed, the final versions of the scenarios will be posted at http://www.LearnAlberta.ca.



The following Internet site listing is provided as an added source of information to users on an "as is" basis without warranty of any kind. Alberta Education is not responsible for maintaining these links or the content on these external sites, nor do URL listings in this resource constitute or imply endorsement of the sites' content. It is strongly recommended that teachers preview the following external Web sites before using them and that teachers exercise their professional judgement.

- http://www.hotpot.uvic.ca
- http://www.paperella.net
- http://www.skype.com
- http://www.quizstar.com
- http://www.abcteach.com
- http://www.puzzlemaker.com
- http://teach-nology.com
- http://rubistar.4teachers.org
- http://www.teachervision.com
- http://www.teachnet.com
- http://www.brainpop.com/
- http://www.vcalberta.ca

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Chapter 4
Students with Special Education Needs

Chapter Summary

Characteristics of Students with Special Education Needs
Differentiated Instruction
Using Collaborative Learning
Strategies for Students with Attention Difficulties
Strategies for Students with Memory Difficulties
Strategies for Students with Listening Difficulties
Strategies for Students with Reading Difficulties
Cognitive Strategy Instruction
The Importance of Motivation

Characteristics of Students with Special Education Needs

Each student with special education needs has an individual profile of abilities, needs, interests and learning preferences. Some students with special education needs are able to master the grade-level programs of study with differentiated instruction and support strategies. Other students have more complex learning needs that require significant changes to the learning outcomes in the grade-level program of studies.

Students' special education needs can affect language learning in a variety of ways and have a variety of implications for classroom planning and instruction. For example, students may be less likely to participate in classroom discussion, may have difficulty formulating and expressing ideas, and may find the task of writing difficult and stressful. On the other hand, these students may have strengths in the visual domain and often benefit from the use of graphic organizers, charts and visual cues.

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Individualized Program Plans (IPPs)

➔ For more information …

Alberta Education. *Individualized Program Planning (IPP): ECS to Grade 12.* Edmonton, AB: Alberta Education, 2006.

Alberta Learning. *Teaching Students with Autism Spectrum Disorders.* Edmonton, AB: Alberta Learning, 2003.

Alberta Learning. *Teaching Students with Fetal Alcohol Spectrum Disorder: Building Strengths, Creating Hope.* Edmonton, AB: Alberta Learning, 2004.

Every student who is identified as having special education needs must have an Individualized Program Plan (IPP). This plan, usually coordinated by the student's classroom teacher, will contain information about the student's strengths and needs, relevant medical history, services that might be needed, educational goals and objectives for the year, required accommodations and strategies, and plans for transitions. The language and culture teacher is a member of the student's learning team and should participate in the IPP process by providing feedback on the student's individual needs, strengths and progress and by discussing how target goals can be addressed in the second language classroom.

A student's IPP can provide helpful information for planning and adapting instruction in the language and culture classroom. Any significant modifications of curriculum will be documented in the IPP. For example, a student with severe communication difficulties may have long-term goals such as establishing eye contact or initiating peer and adult interactions, and would focus on social outcomes to achieve these goals. On the other hand, a student with reading difficulties may be able to achieve most outcomes from the grade-level program of studies, but other outcomes, such as those related to reading in a second language, may be modified.

The IPP will also contain required accommodations and instructional strategies. An accommodation is a change or alteration in the regular way a student is expected to learn, complete assignments or participate in classroom activities. Accommodations remove, or at least lessen, the impact of a student's special education needs and give him or her the same opportunity to succeed as other students. Once a student has been identified as having special education needs, accommodations should be considered to ensure that the student can access the curriculum and learn and demonstrate new knowledge to the best of his or her ability.

The following accommodations are frequently used to support students with special education needs in grades 4 to 6.

- Arrange alternative seating; e.g., near teacher, facing teacher, at front of class, away from distractions.
- Allow more time for tasks or assignments.
- Reduce the volume of tasks required; e.g., fewer sentences to read, fewer vocabulary words.
- Reduce the demand for copying.
- Present fewer questions on a page, and provide more space for answers.
- Provide visual cues; e.g., draw arrows and stop signs on the student's paper to indicate what to do next or where to stop.
- Encourage the use of place markers, cue cards and writing templates.
- Encourage the use of a variety of writing instruments (e.g., pencil grips) and paper (e.g., graph paper, paper with lines, paper with raised lines).
- Allow the use of personal word lists or other print references.
- Provide checklists and/or picture cues of steps for longer tasks.
- Break tasks into small steps.

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Differentiated Instruction

➔ **For more information …**

Appendix C
Examples of General Accommodations,
Examples of Instructional Accommodations

Individual students with special education needs may require specific accommodations in the language and culture classroom, but teachers can support the learning of all students—particularly those with learning difficulties—by incorporating elements of differentiated instruction. Many of these sample strategies will be beneficial for a number of students, not only students with special education needs.

The term "differentiation" embraces a variety of instructional strategies that recognize and support individual differences in student learning. Differentiated instruction maximizes learning by considering students' individual and cultural learning styles, recognizing that some students will require adjusted expectations and offering a variety of ways for students to explore curriculum content and demonstrate learning (as well as accepting that these different methods are of equal value). With differentiated instruction, the teacher creates learning situations that match students' current abilities and learning preferences but also stretch their abilities and encourage them to try new ways of learning. Differentiation can occur in the content, process and/or products of classroom instruction.

Differentiating Content

Content consists of the knowledge, skills and attitudes that students learn, as reflected in the general outcomes of the program of studies. These outcomes identify what students are expected to achieve in the course of their language learning; however, individual students may vary in their language competence, their ability to apply the language in various situations and their use of effective strategies.

Differentiation of content recognizes that, while all students are focusing on a general outcome, specific outcomes may differ for some students. For example, while all students are "using Spanish in a variety of situations and for a variety of purposes," there will be students whose specific outcome may be to "identify people, places, things" and those who will be able to "describe people, places and things competently." Differentiating content allows students to learn developmentally appropriate concepts while working with developmentally appropriate materials.

There are three basic ways to differentiate content: parallel instruction, overlapping instruction and additional or remedial instruction.

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1. Parallel Instruction

In parallel instruction, all students work toward the same general outcomes, but some students work on specific outcomes from different grade levels. This instruction often requires flexible grouping within the classroom. For example, all students in a class could be engaged in using Spanish to get things done (Applications); however, while most students are managing turn-taking behaviour (Grade 4), some students could work on asking for help or for clarification of what is being said or done in a group (Grade 5), while other students could be encouraging other group members to participate (Grade 6).

2. Overlapping Instruction

In overlapping instruction, some or all of a student's outcomes for the instructional activity are drawn from sources other than the standard subject area program of studies and are based on goals identified in that student's IPP. For example, a student with a moderate or severe cognitive disability may work on his or her goal of using pictorial symbols to express basic requests within the classroom, while the other students use Spanish vocabulary to do the same task.

3. Additional Instruction

Additional instruction occurs when a student has unique learning needs that necessitate instruction in an area not required by other students, sometimes with direction from a specialist. For example, a student with learning disabilities may need additional instruction regarding phonemic awareness, decoding or effective use of learning strategies.

Differentiating Process

Differentiating the process means varying learning activities or instructional strategies to provide appropriate opportunities for all students to explore new concepts. This may require developing a number of different ways that students can participate or providing adapted equipment or materials. Collaborative learning activities, learning centres, learning logs, individual goal setting, changing the pace and/or delivery of instruction, and using visual and verbal cueing are examples of differentiating process so that all students can be more active participants in the classroom.

Differentiating Products

➔ **For more information …**

Appendix C
Sample Text Forms

Differentiating products means varying the type and complexity of the products that students create to demonstrate their learning. Students working below grade level may have different or reduced performance expectations from their grade-level peers. For example, they may answer a question with a drawing instead of a written sentence. Allowing students choices for demonstrating their knowledge can also accommodate differing student abilities, interests and learning preferences.

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Program Planning for Differentiation

➔ **For more information ...**

Appendix C
Instructional
Planning Guide

Teachers can use a framework, such as the one described in the following steps, to plan for differentiation in the language and culture classroom.

1. Identify underlying concepts.

Teachers identify the concepts all students in the class should understand by the end of the lesson or unit. It is important to separate the concepts from the content used to develop these concepts. Different content may be necessary for students with different levels of skill; however, at the end of the learning activity all students should have a similar understanding of the concept, taking into consideration the level at which they are working.

2. Choose instructional strategies.

Present the concepts in such a way that all students are able to gain an appropriate degree of knowledge. Consider the following strategies for differentiating instruction.

- Present new material in short periods of time through varied activities.
- Use materials at a variety of difficulty levels for the whole group.
- Begin instruction at the individual student's current level of functioning.
- Stand close to students who need extra help.
- Modify the pace of instruction.
- Simplify instructions.
- Write instructions on the board.
- Ask students to repeat instructions or paraphrase what has been presented.
- Demonstrate, model or act out instructions.
- Complete the first example with students.
- Use a multisensory approach.
- Present concepts in as concrete a way as possible.
- Use pictures and concrete materials.
- Use different coloured chalk and pens.
- Break information into steps.
- Provide additional time to preview materials and/or complete tasks.
- Adapt the level of questioning.
- Use your advance planning organizers.

3. Choose strategies for student practice.

Use a variety of practice activities and, whenever possible, provide students with choices for their mode of practice. This may require adapting how students participate, providing adapted materials or adapting goals for individual students. Each student should have the opportunity to participate meaningfully according to his or her skill level.

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The following chart shows examples of different modes of student practice.

Verbalize	Write	Create	Perform	Solve
• oral report • panel discussion • debate • games • brainstorming • oral questions and answers • interviews	• research papers • poems • essays • stories • diaries • plays • cookbooks	• diorama • collage • painting • model • pictograph • mural • bulletin board • games • inventions	• simulation • role-play • drama • pantomime • puppet show • radio commercials	• puzzles • problems • riddles • games • brainteasers • charades

4. Choose strategies for assessment and evaluation.

➔ **For more information ...**

Chapter 7

Identify a variety of ways that students can demonstrate their mastery of the objectives and their understanding of the concepts. The criteria for evaluation should take into account the students' needs and abilities.

Using Collaborative Learning

➔ **For more information ...**

Chapter 3
Cooperative Learning Activities

Collaborative learning is a natural approach to differentiating instruction that can benefit both students with special education needs and their classmates. It can help to build positive peer relationships, increase students' feelings of responsibility for classmates and encourage strategic learning by capitalizing on students' natural desires to interact. This approach gives students opportunities to learn new information in a supportive environment and to benefit from the experience and thinking of others. Often, students accomplish together what they could not have accomplished alone. Collaborative tasks provide opportunities for language and culture learning specifically because students:

- participate actively in authentic situations
- externalize their knowledge, allowing them to reflect on, revise and apply it
- notice gaps in their linguistic knowledge as they try to express themselves
- learn from the behaviour, strategies and knowledge of more successful students (Swain 2001).

Teachers might consider using the following strategies to make collaborative learning as beneficial as possible.

Reflection

Create structured, reflective group activities in which students examine their own thought processes and explain how they reach a conclusion or arrive at an answer. Research suggests that students with learning difficulties are successful in collaborative settings only when this reflective element is incorporated (Scheid 1993). Furthermore, this kind of reflection and sharing during group discussions helps all students build higher-order thinking skills that are essential for language learning.

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Social Skills

Teach and practise social skills within group contexts. To be successful, group members must get to know and trust one another, communicate accurately, accept and support each other, and resolve conflicts constructively (Johnson and Johnson 1994).

Accountability

Create situations in which each group member is accountable for his or her learning and group accountability is based on the achievement of group members. Research suggests that this accountability results in greater academic improvement for students with special education needs (Stevens and Slavin 1991).

Variety

Use a variety of different groupings and activities. See Chapter 3 "Cooperative Learning Activities" for some sample collaborative groupings and activities.

Strategies for Students with Attention Difficulties

Attention is the ability to focus on and encode relevant information, to sustain focus and to carry out two or more tasks simultaneously. Attention also affects the regulation of mental energy and alertness.

Students experiencing difficulties with attention may:

- miss instructions
- respond with answers unrelated to the questions
- look attentive and focused but have trouble understanding and responding appropriately
- be easily distracted
- have difficulty inhibiting responses
- be impulsive
- move around or fidget
- have problems doing two tasks simultaneously; e.g., listening and taking notes.

Teachers might consider using the following sample strategies to support students who have attention difficulties.

1. Create structure to focus attention.

- Provide study carrels, earphones and desks located in a quiet part of the classroom, or provide other physical accommodations to reduce extraneous stimuli.
- Encourage students to use a bookmark, ruler or sheet of paper to cover the rest of the page when reading or reviewing directions.
- Limit materials on desks or in work spaces.
- Keep instructional group size as small as possible.
- Limit the number of oral instructions given at any one time, and follow up with printed instructions that include visual cues.

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2. Give cues when students are to shift their attention.

- Keep tasks short and specific, and give only one instruction at a time. For example, say: "Read the first paragraph." After it has been read, instruct: "Now answer question one."
- Provide a list of tasks to be completed and have students check off each task as it is completed.
- Provide cues when there is a shift in activity. For example, when speaking to the class, stop and indicate information that students should write down.

3. Allow time for movement.

- Provide stretch or movement breaks as needed or make them part of the classroom routine. Arrange an area in the classroom where students can move around without distracting others. Give students the option of going to this area when they need a stretch break.
- Have students do regular errands in the classroom, such as passing out papers or putting materials away, so they can move in the classroom in appropriate, helpful ways.
- Arrange non-distracting ways for students to move while involved in desk work. For example, replace a student's chair with a large ball and have him or her bounce gently at his or her desk while working. Small inflatable cushions also provide students with an opportunity to move in their seats without distracting others.

4. Encourage students to maintain focus and mental energy.

- Provide periodic verbal prompts or visual cues to remind students to stay on task. For example, set an alarm to go off at specific intervals as a reminder to focus, or use recorded audio messages to remind students to check their work.
- Create guidelines for good listening skills and review these guidelines frequently; e.g.: "Show me 'listening.' Eyes on speaker. Pencils down. Hands on desk."
- Reinforce listening skills and behaviours for all students by commending students who demonstrate these skills and describing what they are doing as successful listeners.
- Place visual cues, such as stickers or check marks, at specific spots on worksheets as a signal for students to take a break.
- Use auditory cues, such as bells or timers, to indicate when to take a break or return to work.
- Place a time limit on homework. If elementary students are typically spending more than one hour a night on homework, this may be counterproductive and cause stress for the family. Encourage parents to contact the school if they have homework concerns.

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5. Use low-key cues to correct inappropriate behaviour.

- Post reminders on students' desks. When possible, have students design and make reminder cards. Simply walk by and point to the reminder. This works for such skills as:
 - asking politely for help
 - focusing on work
 - taking turns.
- Collaborate with individual students to identify physical cues that indicate that a behaviour is interfering with learning. Cues should be unobtrusive and simple, such as a hand on the shoulder. This works for minor behaviours, such as interrupting or talking off topic.
- Use coloured file cards with key messages, such as "talk in a low voice" or "keep working." If students need reminders, lay the cards on their desks, without comment. After five minutes, if the behaviour has improved, quietly remove the card. If the behaviour continues, add a second card.

6. Encourage students to attend to instructions.

- Enforce a "no pencils in sight" rule during class instruction and discussion times.
- Teach students to fold over their worksheets so only the directions show. This will physically slow down students and encourage them to attend to the instructions.
- Ask students to repeat instructions in their own words to a partner or the teacher.
- Ask students to work through a few questions and then check their work. For example, say: "Do the first five and then raise your hand and we'll check them together to make sure you are on the right track."
- Hand out worksheets one at a time, when possible.
- Make a graph and have students record the number of correct answers (versus the number of completed answers). This will benefit students who might be more focused on quantity than quality.

Strategies for Students with Memory Difficulties

Memory is the ability to record new information, retain information for a short time, consolidate and use new knowledge and skills, and store information in long-term memory. Memory also involves retrieval and the efficient recall of stored ideas.

Students experiencing difficulties with memory may:

- be unable to remember colours and shapes despite repeated instruction
- be unable to recall information despite extensive studying
- frequently lose their belongings

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- have problems remembering daily routines despite regular exposure
- have problems recalling facts and procedures, such as new vocabulary words or verb conjugations.

Teachers might consider using the following sample strategies to support students who have memory difficulties.

1. Use instructional techniques that support and enhance memory skills.

- Provide one instruction at a time until students can remember and follow two consecutive instructions. Provide two instructions at a time until students can remember and follow three.
- Provide opportunities for students to see directions and other information. For example, take time each day to write and discuss the daily schedule on the board.
- Write down the main points on an overhead or on the board when giving verbal instructions.
- Present concepts concretely. Real-life examples add meaning and relevance that aid learning and recall. Concepts are easier to learn and retain when presented in familiar or authentic contexts.
- Assess student learning frequently and on shorter units of work. Use quick, short evaluations rather than formal, longer tests.
- Use language that is familiar.
- Provide cues that will help students recall details.

2. Integrate memory aids into each learning activity.

- Provide regularly scheduled reviews of procedures and concepts. For example, start each day by reviewing previously learned skills and ideas. Then present new skills and ideas. Before students leave for home, review the new information.
- Teach students to make lists of reminders regularly and note dates and assignments on a calendar.
- Teach mnemonics to help students recall concepts or facts. For example, use an acronym to describe how verbs are conjugated.

3. Provide multisensory cues to make information and skills easier to remember.

- Teach sound–symbol associations when introducing new vocabulary words. Say the name of the letter, its sound and a word that starts with that letter while looking at a picture of the word. Trace the letter on the desk, in the air or in a sand tray.
- Use visual cues, such as colour coding, photo and drawing sequences, charts and videos.
- Use auditory and kinesthetic cues in combination. Combine songs with movement and dance patterns. Music and physical routines linked to fact learning can help students memorize faster and act as a cue for retrieving specific information.

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- Incorporate hands-on learning experiences and demonstrations. Students learn and remember more effectively when they have opportunities to see and try out new information and skills in a variety of settings and contexts.

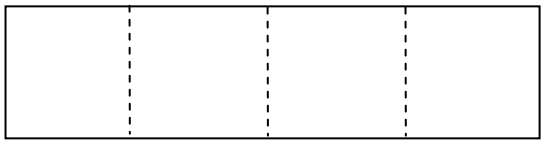
4. Set up classroom organizational systems and routines for easier access of information and materials.

- Label class supplies and class work. Encourage students to use folders and binders with different colours or labels and with pictures to separate subject work or materials for each class. Ensure that students have their names prominently displayed on all personal supplies.
- Assist students with daily and weekly organization of their desks and work spaces by providing time to clean desks and organize homework at school.
- Build procedures into the day for recording information in day-timers or assignment books.
- Provide memory aids for frequently used information; e.g., key vocabulary words can be kept in a pocket on the sides of the students' desks. Schedules can be posted on the board or on the wall, and students can keep personal copies in their desks or notebooks.
- Tape simple cue cards of daily class routines on the students' desks.

5. Teach students strategies for memorizing specific pieces of information.

To learn and practise specific vocabulary or verb conjugations, students can use a fold-over strategy.

1. Have students fold a paper to make four columns.



2. They copy target vocabulary words in English in the first column.
3. They write the Spanish words for each of the vocabulary words in the second column.
4. Students check their answers, correct mistakes and fill in missing words.
5. They fold back the first column so the English words are not visible, and practise translating the other way. Looking at each of the Spanish words they wrote in the second column, they write the English translation in the third column. Students check their answers against the original words in the first column.
6. Students repeat this process to translate the words back into Spanish in the fourth column. A complete practice page might look like this:

mother	la madre✓	mother✓	la madre✓
father	el padre✓	father✓	el padre✓
brother	~~el niño~~×	brother✓	el hermano✓
	el hermano		

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Strategies for Students with Listening Difficulties

Listening plays a crucial role in language acquisition. Listening for specific information helps language and culture learners internalize the rules of language. Learners also need frequent opportunities to use language by taking on the role of both listener and speaker. Through social interaction, students can make and clarify or confirm meaning, test hypotheses about the language and receive feedback. Language and culture learning is best supported when regular classroom practice provides opportunities for interactive listening—listening that requires the student to take a more active role by requesting clarification or providing feedback.

Given the importance of listening in language and culture learning, all students will benefit from the development of effective listening strategies, but these strategies are particularly important for students who already have specific difficulties related to listening.

Teachers might consider using the following sample strategies to support students who have listening difficulties.

1. Provide students with appropriate expressions to clarify meaning and to confirm comprehension, such as:

- *¿Puedes repetirlo, por favor?* (Could you repeat that, please?)
- *No entiendo.* (I don't understand.)
- *¿Perdón?* (Pardon?)
- *¿Qué significa* _____*?* (What does _____ mean?)
- *Repite otra vez, por favor.* (Could you say that again, please?)
- *¿Qué quiere decir?* (What do you mean?)

2. Present information in a "listener-friendly" way; for example:

➔ **For more information …**

Appendix C
How "Listener-friendly" Is My Instruction?

- reduce distractions for students
- clearly communicate expectations
- provide students with some form of organizer at the beginning of class
- consistently review and encourage the recall of previously presented information
- use cue words and phrases to signal important information
- use transitional phrases to cue and signal the organization of information
- highlight important information
- vary volume, tone of voice and rate of speech to emphasize important ideas and concepts
- present information in many different ways
- repeat important ideas and concepts by rephrasing and using multiple examples
- write important ideas, key concepts and vocabulary on the board
- use visual aids and objects to support the concepts and information that is presented
- provide examples and non-examples of concepts

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- frequently check for understanding
- provide students with opportunities to discuss concepts with a partner or in a small group
- provide students with opportunities to work with and practise new skills and concepts
- create time for reflection at the end of the class
- briefly review the important concepts at the end of the class, and preview what will be happening the next class.

3. Model and practise active listening strategies in class.

Active listening is the act of intentionally focusing on the speaker to engage oneself in the discussion or presentation. Encourage and cue students to show active listening by:

1. looking at the speaker
2. keeping quiet
3. keeping their hands and feet to themselves
4. keeping their bodies still
5. thinking about what the speaker is saying.

Strategies for Students with Reading Difficulties

➔ **For more information ...**

Alberta Learning. *Unlocking Potential: Key Components of Programming for Students with Learning Disabilities.* Edmonton, AB: Alberta Learning, 2002.

Research suggests that a student's first language is always present in his or her mind during second language learning; the second language knowledge that is created is connected in all sorts of ways with the first language knowledge. Mental reprocessing of second language words, phrases or sentences into first language forms is a common cognitive strategy for language learners (Kern 1994). First language understanding is also used in more complex ways to think about and process what is being read in the second language. This means that students who have difficulty reading in their first language may have difficulty reading in a second language. Many students with special education needs may be reading below grade-level expectations and will need accommodations in this area.

Recent research related to language and culture reading has focused on the use of reading strategies. In one study, students who experienced difficulty with language learning were found to rely more extensively on phonetic decoding, while more successful students used strategies that called on general background knowledge; e.g., inferences, predictions and elaborations (Chamot and El-Dinary 1999). This research suggests that teachers can help students become more effective second language learners by helping them be more flexible with their first-language reading strategies and more effective at monitoring and adapting their strategies.

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Teachers might consider using the following sample strategies to support students who have reading difficulties.

1. Create extra support for students with reading difficulties.

- Pair readers who are less able with competent readers and have them read and complete assignments together.
- Provide students with picture dictionaries to help them find and remember vocabulary.
- Photocopy reading material for students and use opaque tape to cover new or difficult words. Write simpler or previously learned vocabulary on the tape. This is also effective for reading materials that contain many idioms, metaphors or unfamiliar figures of speech.

2. Teach students specific reading strategies.

- Have students use text-content strategies such as making connections to previous knowledge or experiences, making predictions about what will happen in a text and asking questions about the text. Have students use these strategies before, during and after reading to identify, reflect on, understand and remember material they are reading.
- Have students use decoding strategies, such as highlighting different parts of a sentence in different colours (e.g., nouns in green, verbs in yellow), to break down and decode sentences.
- Have students use cognitive and metacognitive strategies to monitor comprehension, such as pausing after each sentence or paragraph and asking "Does this make sense to me?"
- Have students use strategies for dealing with unfamiliar vocabulary, such as the "Read Around" strategy:

 1. Skip the word and read to the end of the sentence.
 2. Go back and read the whole sentence again.
 3. Look at the beginning of the word for letter-sound clues.
 4. Think: "What word would fit here?"
 5. Try out a word in the sentence. Does this word sound right? Does this word make sense? Does this word match the letter clues?
 6. Look at the picture for a clue, if there is one.
 7. Ask someone.

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Cognitive Strategy Instruction

Research in the field of cognitive psychology suggests that the differences between students who are successful and students who struggle may be related in part to what students understand about the learning process. From this perspective, learning is a knowledge domain, similar to science or history. The more knowledge a student has about how to learn, the more efficient his or her learning is likely to be. This knowledge includes an understanding of when and how to use cognitive strategies—tactics that support learners as they develop and internalize procedures for performing higher-level tasks. Cognitive strategies encourage students to take ownership of their own learning. Teaching cognitive strategies can help students with learning difficulties become more active and purposeful learners, thinkers and problem solvers.

Strategy instruction is initially teacher-driven, with the teacher providing structured opportunities to learn, practise and develop strategies; however, students should be encouraged to become aware of and monitor their own strategic processes as much as possible. Students need to know the purpose and limitations of the strategies, as well as when and where to use different strategies, so that they can eventually learn to rely on themselves, rather than on the teacher.

Consider the following guidelines for teaching cognitive learning strategies:

- Match strategies to the requirements of the learning task. For example, if the goal of the learning task involves retaining the main ideas in a piece of factual writing, the student might be directed to use a chunking strategy to increase the amount of information held in short-term memory. The strategy must be developmentally appropriate for the student.
- Provide strategy instruction consistent with the student's current knowledge and skill level.
- Provide opportunities for extensive practice in strategy use. Practice helps students to spontaneously produce the strategy and apply the strategy across a wide range of content areas and situations. Students benefit from both guided and independent practice.
- Prompt students to use specific strategies at appropriate times. Some students with learning difficulties may require explicit prompting to help develop their ability to transfer the strategy to different but related tasks (Gagne and Driscoll 1988).

The Importance of Motivation

One of the most important factors in determining the rate and success of second language acquisition is motivation (Dornyei and Csizér 1998). Even with appropriate curricula, good teaching and inherent abilities, students cannot succeed without sufficient motivation. And, high motivation can make up for considerable difficulties in language aptitude.

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Often closely related to motivation is the issue of second language performance anxiety, in which previous negative experiences in language and culture contexts create ongoing feelings of apprehension for students. Language learners who are overly anxious about their performance are often less motivated to perform in ways that bring attention to themselves in the classroom or in natural language-use settings. Language anxiety is associated with difficulties in listening comprehension, vocabulary acquisition and word production, and generally lower achievement in second language learning (Horwitz, Horwitz and Cope 1986; MacIntyre and Gardner 1991).

Teachers might consider using the following sample strategies for improving and maintaining the motivation of students in the language and culture classroom.

1. Include a sociocultural component in classroom instruction.

- Show authentic films or video clips, and play culturally relevant music.
- Promote student contact with second language speakers by arranging meetings with individuals in the community, organizing field trips or exchange programs, or finding pen pals or e-mail friends for students.

2. Develop students' cross-cultural awareness.

- Focus on cross-cultural similarities and not just differences, using analogies to make the unknown familiar.
- Use culturally rich teaching ideas and activities.
- Discuss the role that second language learning plays in the world and its potential usefulness both for the students and their community.

3. Develop students' self-confidence and decrease anxiety.

- Provide regular encouragement and reinforcement. Highlight what students can do rather than what they cannot do.
- Create a supportive and accepting learning environment by encouraging the view that mistakes are a part of learning. Tell students about your own difficulties in language learning and share the strategies you have used to cope with these difficulties.
- Make sure that students regularly experience success and a sense of achievement. For example, break down tasks into smaller, more manageable units so that students experience success with each step. Balance students' experiences of frustration by providing easier activities, and complete confidence-building tasks before tackling more difficult tasks and concepts.
- Provide examples and descriptors of accomplishment. Point out the students' successes.

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4. Help students increase their success.

- Help students link past difficulties to controllable elements, such as confusion about what to do, insufficient effort or the use of inappropriate strategies, rather than to a lack of ability.
- Match the difficulty of tasks to students' abilities so that students can expect to succeed if they put in a reasonable effort.
- Encourage students to set their own goals that are achievable and specific; e.g., learning 10 new Spanish words every week.
- Teach students learning and communication strategies, as well as strategies for problem solving.

5. Increase students' interest and involvement in tasks.

- Design or select varied and challenging activities. Adapt tasks to students' interests, making sure that something about each activity is new or different. Include game-like features, such as puzzles, problem solving, overcoming obstacles, elements of suspense or hidden information.
- Use imaginative elements that will engage students' emotions.
- Personalize tasks by encouraging students to engage in meaningful exchanges, such as sharing information, personal interests and experiences.
- Make peer interaction, e.g., pair work and group work, an important component of instructional organization.
- Break the routine by periodically changing the interaction pattern or seating plan.
- Use authentic, unusual or exotic texts, recordings and visual aids.

6. Increase the students' sense of satisfaction.

- Create opportunities for students to produce finished products that they can perform or display. For example, make a wall chart of what the group has learned and use it to celebrate successes.
- Provide students with authentic choices about alternative ways to complete tasks. Invite students to design and prepare activities themselves, and promote peer teaching.
- Show students that you value second language learning as a meaningful experience in your own life, sharing stories about your personal interests and experiences with second language learning.
- Connect the task with things that students already find satisfying or valuable.

By providing students with learning experiences that create a sense of competence, enjoyment and belonging, teachers can increase the motivation and success of all students. When motivation is combined with appropriate accommodations and differentiated instruction, students with special education needs can gain valuable knowledge, skills and experiences in the language and culture classroom.

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Chapter 5
Students Who Are Gifted

Chapter Summary

Characteristics of Students Who Are Gifted
Implications for Learning and Teaching
Advanced Thinking Processes
Mentorships
Providing Additional Opportunities

Characteristics of Students Who Are Gifted

Each child who is gifted has an individual profile of abilities, needs, interests and learning preferences; however, there are a number of general characteristics associated with giftedness that become apparent early in life. Some of these characteristics appear in students at all ability levels, but they are more prevalent in students who are gifted. For instance, many students demonstrate heightened sensitivity and perfectionism, but in students who are gifted these tendencies are more predominant and appear at more extreme levels.

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Common Intellectual Characteristics of Gifted Students

Trait or Aptitude	Behavioural Examples
Advanced Intellectual Achievement	• Takes great pleasure in intellectual activity. • Has high aspirations. • Easily grasps new ideas and concepts and understands them more deeply than same-aged peers. • Easily memorizes facts, lists, dates and names. • Enjoys playing challenging games and making elaborate plans. • Appears bored or impatient with activities or people.
Motivation and Interest	• Requires little external motivation to follow through on work that initially excites. • Demonstrates persistence in pursuing or completing self-selected tasks in and out of school. • Develops interests independently. • Has unusual or advanced interests in a topic or an activity, but may move quickly from one activity or interest to another. • Asks a lot of questions—one after another. • Asks tough questions about abstract ideas like love, relationships and the universe. • Has a great deal of energy and may need constant stimulation.
Verbal Proficiency	• Talks early and pronounces words correctly from the start. • Develops a large and advanced vocabulary, and uses complex sentence structures. • Makes up elaborate stories. • Enjoys memorizing and reciting poems and rhymes. • Teaches himself or herself to read. • Easily and spontaneously describes new experiences, and explains ideas in complex and unusual ways.
Problem-solving Ability	• Thinks logically, given appropriate data. • Uses effective, often inventive strategies for recognizing and solving problems. • Devises or adopts a systematic strategy to solve problems, and changes the strategy if it is not working. • Reasons by analogy, as in comparing an unknown and complex process or scenario to a familiar one; e.g., design and build a robotic arm to function as a human arm. • Extends prior knowledge to solve problems in new situations or applications. • Creates new designs and inventions. • Shows rapid insight into cause-and-effect relationships.

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Trait or Aptitude	Behavioural Examples
Logical Thinking	• Enjoys counting, weighing, measuring and categorizing objects. • Loves maps, globes, charts, calendars and clocks. • Prefers his or her environment to be organized and orderly. • Gives (or demands) logical, reasonable explanations for events and occurrences. • Comes up with powerful, persuasive arguments for almost anything. • Complains loudly if he or she perceives something as unfair or illogical.
Creativity	• Comes up with new ideas and concepts on his or her own, and applies them in creative and interesting ways. • Uses materials in new and unusual ways. • Has lots of ideas to share. • Creates complicated play and games, or adds new details and twists to stories, songs, movies and games. • Responds to questions with a list of possible answers. • Escapes into fantasy and appears to have trouble separating what's real from what's not. • Goes off in own direction rather than following instructions. • Spends a lot of time daydreaming or thinking, which may be perceived as wasting time. • Makes up elaborate excuses or finds loopholes to evade responsibility for own behaviours.

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Common Affective Characteristics of Gifted Students

Trait or Aptitude	Behavioural Examples
Heightened Sensitivity	• Experiences emotions strongly and may be emotionally reactive. • Reacts strongly and personally to injustice, criticism, rejection or pain. • Demonstrates, at an early age, an understanding and awareness of other people's feelings, thoughts and experiences, and can be upset by other people's strong emotions. • Is easily excited or moved to tears. • Appreciates aesthetics and is able to interpret complex works of art. • Shares feelings and ideas through one or more of the arts. • Is extremely observant and able to read nonverbal cues. • Exhibits heightened sensory awareness (for example, is over-selective about food and clothing choices). • May become fearful, anxious, sad and even depressed. • Responds emotionally to photographs, art and music.
Heightened Intensity	• Is energetic and enthusiastic. • Becomes intensely absorbed in various pursuits, sometimes ignoring school responsibilities as a result. • Has strong attachments and commitments. • Goes further than most students would to pursue an interest, solve a problem, find the answer to a question or reach a goal. • Collects things. • Is extremely persistent and focused when motivated, but has a limited attention span for things that are not of interest. • Appears restless in mind and body. • Gets easily frustrated and may act out.
Perfectionism	• Sets high (often unrealistic) expectations of self and others. • Is persistent, perseverant and enthusiastically devoted to work. • Gives up if own standards are not met or if a mistake is made. • Is self-evaluative and self-judging. • Experiences feelings of inadequacy and inferiority, and desires frequent praise and reassurance. • Becomes extremely defensive of criticism.
Introversion	• Has deep feelings and a complex inner life. • Is reflective and introspective. • Focuses on inner growth through searching, questioning and exercising self-corrective judgement. • Is knowledgeable about own emotions. • Withdraws into self rather than acting aggressively toward others.

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Trait or Aptitude	Behavioural Examples
Moral Sensitivity and Integrity	• Is concerned about ethical issues at an early age. • Has strong moral convictions. • Is capable of advanced moral reasoning and judgement. • Places a strong value on consistency between values and actions in self and others. • Is extremely aware of the world. • Is altruistic and idealistic (desires to enhance caring and civility in the community and in society at large). • Assumes responsibility for others and self.
Sense of Humour	• Makes up riddles and jokes with double meanings. • Makes up puns and enjoys all kinds of wordplay. • Plays the class clown. • Can be disruptive or get frustrated when others don't "get it." • Does not understand or seem to appreciate the humour of other students.

Asynchronous Development

Asynchronous development can also be a characteristic of giftedness. Asynchrony means that the rates of intellectual, emotional and physical development are uneven. This means that students who are gifted may be significantly out of developmental step with their same-age peers.

Students with asynchronous development:

- may be more complex and intense than same-age peers
- may feel incompatible with other students their age and with learning and recreational activities designed for their age group
- appear to be different ages in different situations, which could result in difficulties adjusting emotionally and socially.

These tendencies increase with the child's degree of giftedness. Students who experience asynchronous development need a sensitive and flexible approach from teachers in order to develop to their full potential. The greatest need of these students is an environment where it is safe to be different.

Implications for Learning and Teaching

➔ **For more information ...**

Alberta Learning. *Teaching Students Who Are Gifted and Talented.* Edmonton, AB: Alberta Learning, 2000, p. 128.

For some children who are gifted, a combination of the characteristics mentioned above may lead to difficulties with peer relations, avoidance of risk-taking or excessive self-criticism.

To address these concerns, consider how students' individual characteristics are linked to specific learning needs. The following chart illustrates sample characteristics and the learning needs that may be associated with them.

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Characteristic	Learning Need
• unusual retentiveness	• exposure to quantities of information
• advanced comprehension	• access to challenging learning activities
• varied interests	• exposure to a wide range of topics
• high level of verbal skills	• opportunities for in-depth reflection and discussion
• accelerated pace of thinking	• individually paced learning
• flexibility of thought processes	• challenging and diverse problem-solving tasks
• goal-directed behaviours	• longer time-spans for tasks
• independence in learning	• more independent learning tasks
• analytical thinking	• opportunities for higher-level thinking
• self-motivation	• active involvement in learning
• emotional sensitivity	• opportunities to explore and reflect on affective learning
• interest in adult issues	• exposure to real-world issues
• holistic thinking	• integrated approach to learning
• avid reader	• access to diverse materials

Individualized Program Plans (IPPs)

All students who are identified as having special education needs, including students who are gifted and talented, require individualized program plans (IPPs).

A student's IPP will contain essential information about the student's strengths and needs, current level of performance, specialized assessment results, recommended supports and instructional strategies that will be most effective for the student. The student's learning team will also develop a number of long-term goals and measurable objectives (usually one to three per year for a student who is gifted). The second language teacher is an important member of the learning team. Participating in planning meetings and becoming familiar with information in the IPP will allow teachers to actively support a student's long-term goals and success across subject areas.

Flexible Pacing

Flexible pacing allows students to move through the curriculum at their own rate; it lowers repetition and potential boredom by reducing the amount of time students must spend on outcomes they have already mastered. Completing outcomes in a reduced time frame provides more time for students to participate in more challenging activities in the language and culture class.

Characteristic/Learning Need Chart: This chart adapted from the Department of Education, State of Victoria, *Bright Futures Resource Book: Education of Gifted Students* (Melbourne, Australia: Department of Education, State of Victoria, 1996), p. 30. Copyright owned by the State of Victoria (Department of Education and Early Childhood Development). Used with permission.

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How to successfully implement flexible pacing:

1. Identify learning objectives for the whole class according to the program of studies.
2. Pretest the entire class to identify students who would benefit from an opportunity to work at a faster, more independent pace.
3. Plan appropriate alternative activities.
4. Eliminate unnecessary practice and review activities for those students who have mastered the material.
5. Keep accurate records of activities and assessments to ensure individual students have the opportunity to explore all learning outcomes.

Another form of flexible pacing is content acceleration. In this approach, students who have mastered the learning outcomes for their grade level may be moved to a higher grade to take instruction at a more challenging level. For example, a student who has mastered the concepts and skills in the Grade 4 program of studies could move to the Grade 5 or Grade 6 class for Spanish.

Enrichment Strategies

The following section outlines sample enrichment strategies that teachers can use to differentiate the planning and delivery of language and culture instruction.

Grade/Curriculum Focus	Whole Group Activity	Suggestion for Differentiation
Grade 4 • developing reading skills in Spanish	• Class reads grade-level story and discusses.	• Students read story written above grade level and develop graphic organizer to illustrate understanding.
Grade 5 • exchanging basic personal information; e.g., name, age	• Using a vocabulary list, students work in groups of two or three to write a short script about meeting a new friend. They share a reading of their script with the class.	• Students interview community members who speak Spanish, write about what they learned from the interview, and then introduce the community members to the class.
Grade 6 • explore the use of language for imagination, humour and fun	• Students play a variety of traditional sports or games in Spanish.	• Based on their research and understanding of the language and culture, students develop a new game and teach it to the class in Spanish.

How to successfully implement flexible pacing: Excerpted from *Teaching Gifted Kids in the Regular Classroom: Strategies and Techniques Every Teacher Can Use to Meet the Academic Needs of the Gifted and Talented* (Revised, Expanded, Updated Edition) (p. 32) by Susan Winebrenner, copyright ©2001. Used with permission of Free Spirit Publishing Inc., Minneapolis, MN; 800–735–7323; www.freespirit.com. All rights reserved.

Alternative Learning Activities/Units

Alternative activities challenge students who have already mastered the learning outcomes in the grade-level program of studies. These activities can take many forms and should challenge the students' thinking abilities and push them to engage more deeply in the content area.

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Appendix C Alternative Learning Activities Menu

Alternative learning activities provide different types of learning tasks that may be more challenging and appropriate for students who are gifted. Some topics can be developed into a series of challenging learning activities organized in an alternative learning activities menu. Students can choose a number of activities from the menu to complete independently or with a partner during class instruction time. See the following sample menu.

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Alternative Learning Activities Menu

Complete three activities to create a horizontal, vertical or straight line. If you choose to use the "Your Idea" box, you must first have your activity approved by your teacher.

I have had my idea approved by my teacher: Yes/No Teacher Initials _____

I agree to complete all three activities by _____ (Date)

DEMONSTRATE In Spanish, demonstrate the preparation of a nutritious snack for the class and then share the results!	**PLAN** Plan a menu for a class party. Write a grocery list in Spanish for your party supplies.	**INTERVIEW** In Spanish, interview other students about their snacking habits. How do they try to make healthy choices?
RESEARCH Research traditional foods enjoyed in a Spanish-speaking country during major holidays.	**YOUR IDEA**	**SURVEY** In Spanish, develop a survey about students' favourite lunch foods. Ask your classmates to complete the survey.
DISPLAY Design a display board that illustrates favourite foods of the class and that includes the Spanish words and phrases for each food.	**CREATE** Create a replica of a small coffee shop in the corner of the classroom, complete with menus and signs in Spanish. Use this set for role-playing ordering in a restaurant, meeting new people or having a conversation in Spanish.	**EVALUATE** In Spanish, create a rubric to evaluate your performance in one of the other activities on this menu.

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Independent Study

Many students who are gifted enjoy and benefit from opportunities to individually investigate course topics. Components of an independent study program include:

- identifying and developing a focus
- developing skills in creative and critical thinking
- using problem-solving and decision-making strategies
- learning research skills
- developing project-management strategies
- keeping learning logs
- reflecting on and evaluating the process and product
- sharing the product with an intended audience from beyond the classroom
- keeping a portfolio of results.

Independent studies help students move from being teacher-directed to being student-directed. With teacher support and coaching, the students learn how to decide on a focus, develop a plan of action, follow it through and monitor their process. Students take part in developing criteria for evaluation and work collaboratively with the teacher.

Possibilities for independent study include:

- writing and recording a script
- creating a magazine or picture book on a topic of interest
- developing a slide show presentation on a topic of interest and presenting it to other students
- creating a display about a story read or country researched
- developing a puppet show on a related topic
- writing a new ending to a story or movie
- creating a story to share with others.

➔ **For more information ...**

Appendix C
Sample Independent Study Agreement

Students need to be well prepared to work independently, and they need to be clear on the product, processes and behavioural expectations.

Students who are gifted will need instruction and ongoing support to manage and benefit from independently completing alternative learning activities. Some students may benefit from an independent study agreement that outlines learning and working conditions and lays out basic expectations.

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Advanced Thinking Processes

➔ **For more information ...**

Chapter 1
Sample Activities Organized in the Bloom's Taxonomy Model

Bloom's Taxonomy (Bloom 1956) is a model frequently used as a guide when designing themes, units, learning activities and assignments that promote higher levels of thinking. Bloom proposes that at the most basic level people acquire knowledge and comprehension. At higher levels people learn how to apply principles and to analyze, evaluate and synthesize. Assuming that students have no background in a topic of investigation, they would move from knowledge and comprehension to application before working with the higher-order skills of analysis, evaluation and synthesis. The latter three levels are associated with critical thinking.

Taxonomy of Thinking

lower to higher

	Category	Definition	Activities	Sample Products
1.	**Knowledge**	Ability to remember previously learned facts and ideas.	tell • recite • list • memorize • remember • define • locate	workbook pages • quiz or test • skill work • vocabulary • facts in isolation

Illustrative Examples
- Recite the names of family members (e.g., mother, grandfather, sister) in Spanish.
- Draw a family tree and label the relationships between family members in Spanish.

Caution
Teachers should be aware that some students may live in foster or group homes and/or may not have a traditional family structure. Alternative activities may be necessary.

	Category	Definition	Activities	Sample Products
2.	**Comprehension**	Understand concepts and information.	restate in own words • give examples • explain • summarize • translate • show symbols • edit	drawing • diagram • response to question • revision • translation

Illustrative Examples
- Explain how to play a game in Spanish.
- Demonstrate how something works in Spanish.

	Category	Definition	Activities	Sample Products
3.	**Application**	Transfer knowledge learned from one situation to another.	demonstrate • use guides, maps, charts, etc. • build • cook	recipe • model • artwork • demonstration • craft

Illustrative Examples
- Interview a school volunteer who speaks Spanish.
- Listen to a partner describe an object in Spanish and draw what your partner describes.

Taxonomy of Thinking: Excerpted from *Teaching Gifted Kids in the Regular Classroom: Strategies and Techniques Every Teacher Can Use to Meet the Academic Needs of the Gifted and Talented* (Revised, Expanded, Updated Edition) (p. 133) by Susan Winebrenner, copyright ©2001. Used with permission of Free Spirit Publishing Inc., Minneapolis, MN; 800–735–7323; www.freespirit.com. All rights reserved.

4.

Category	Definition	Activities	Sample Products
Analysis	Understand how parts relate to a whole. Understand structure and motive. Note fallacies.	investigate • classify • categorize • compare • contrast • solve	survey • questionnaire • plan • solution to a problem or mystery • report • prospectus

Illustrative Examples

- Choose an important vocabulary word in Spanish and create a web showing its meaning, origin, usage and related words.
- Create a Venn diagram comparing English and Spanish languages.

5.

Category	Definition	Activities	Sample Products
Evaluation	Establish criteria and make judgements and decisions.	judge • evaluate • give opinions • give viewpoint • prioritize • recommend • critique	decision • rating • editorial • debate • critique • defence • verdict • judgement

lower to higher

Illustrative Examples

- Listen to two short stories in Spanish and explain which one you prefer and why.
- Develop criteria for evaluating the effectiveness of an ad and then rate the effectiveness of three ads from a Spanish language magazine.

6.

Category	Definition	Activities	Sample Products
Synthesis	Re-form individual parts to make a new whole.	compose • design • invent • create • hypothesize • construct • forecast • rearrange parts • imagine	lesson plan • song • poem • story • advertisement • invention • other creative products

Illustrative Examples

- Compose a song in Spanish.
- View a travel film for a Spanish-speaking country and plan activities for a seven-day vacation with your family.

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Mentorships

➔ **For more information ...**

Alberta Learning. *Teaching Students Who Are Gifted and Talented.* Edmonton, AB: Alberta Learning, 2000, pp. 179–183.

Mentorships give students opportunities to develop dynamic relationships with adult experts who share their passion for a specific area of interest. In a successful mentorship, the mentor and student will have complementary teaching and learning preferences and will engage in a mutual exchange of knowledge.

Mentorship is an ideal vehicle for facilitating the differentiated learning needs of students who are gifted. For language and culture programs, mentorships provide opportunities for students to engage with native language speakers for a variety of purposes, such as interviews, individual projects, conversation practice, connection to the local cultural community and exploring career options. Alternatively, students can share the language learning process with an adult learner who can encourage metacognitive development by exploring and discussing language learning strategies.

Guidelines for mentorships:

1. Identify what (not whom) the students need.
2. Discuss with the students whether they would like to work with a mentor and if so, what they would like to gain from the relationship.
3. Identify appropriate mentor candidates. Explore contacts from the local community. Conduct the appropriate reference checks as directed by school jurisdiction policy.
4. Interview and screen the mentors. Be explicit about the students' goals and learning strategies and about potential benefits for both the students and the mentors. Provide training as required.
5. Match mentors with students.
6. Prepare students for the mentorship. Ensure that they understand its purpose, benefits, limitations and commitments. Write down the participants' roles and responsibilities.
7. Monitor the mentor relationship to ensure that it is achieving its goals. Renegotiate the relationship as needed, and seek new mentors if students are not benefiting.

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Providing Additional Opportunities

➔ **For more information ...**

Appendix C
Sample Text Forms

Language learning can be enriched by giving students opportunities to use language for authentic purposes. This can include conversations with native speakers and others who speak the language fluently, such as parents, older students, community members, members of cultural associations and other classroom visitors. Students will benefit from listening and speaking with these resource people and from working on enrichment activities and projects with them. Another option is to link the class with a peer class in another country so that students can have ongoing writing exchanges and can engage in joint learning projects. For students who learn quickly, using Spanish to engage in communication for real purposes can lead to significant enrichment and satisfaction.

In addition, students who are gifted will often benefit from access to a wide variety of print and media resources. These students can often handle more challenging reading levels and may be eager to learn about more complex or specialized subject areas. Libraries, the Internet and cultural organizations are all good sources for supplemental resources.

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Chapter 6
English as a Second Language Learners

Chapter Summary

English as a Second Language (ESL) Learners
Implications of Learning Multiple Languages Concurrently
Second Language Acquisition
Choosing Instructional Strategies
Suggestions for Assessment

English as a Second Language (ESL) Learners

English as a second language (ESL) learners are those students who first learned to speak, read and/or write a language other than English. ESL students may have recently immigrated to Canada or they may have been born in Canada and been living in homes in which the primary spoken language is not English.

Linguistic and cultural diversity is characteristic of schools and communities throughout the province. Children and their families immigrate to Alberta from every corner of the world. Canadian students of Aboriginal, Francophone and other cultural descents, whose families have lived in Alberta for many generations, may be learning to speak English as a second language.

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Canadian-born ESL Students

First Nations, Métis and Inuit (FNMI) peoples	• may speak English, French, an FNMI language or a combination of languages in their homes and communities • can differ greatly from community to community • have skill in their first language, which influences further language learning, that ranges from fluent to minimal • may use culturally specific nonverbal communication and may have specific cultural values and beliefs regarding listening and speaking
Francophone people	• come from within the province and from other areas of Canada • may enter English-speaking schools at any age or may be learning English as a second language in a Francophone school
Hutterites, Mennonites or people of other religious groups	• attend school within their communities and learn English to access the outcomes of the program of studies • have religious and cultural concerns in their communities that strongly influence the selection of instructional strategies and teaching materials
Canadian-born children of immigrants	• have parents who may not speak English, limiting family support in schooling • in some cases, are born in Canada and return to their parents' home country, only to return for schooling in Alberta at some later time

Foreign-born ESL Students

Recently arrived immigrants	• make up a large group of ESL students in Alberta schools • may arrive at any time in the school year, and could be at any grade level • usually have attended school on a regular basis in their home country, and may have already studied English at school there, although this typically involves only a basic introduction to the language
Refugees	• have all the needs of regular immigrants, as well as issues relating to war, disaster, trauma and disorientation • may not have wanted to leave their home countries • may be worried about family members who have been left behind • may have received little or no formal schooling and have complex needs that go beyond learning English as a second language • may qualify for additional assistance from the federal government on arrival • may require assistance from government, social and community agencies for several years

Challenges for ESL Students

- Students may struggle with expressing their knowledge, gathering information and pursuing new concepts in an unfamiliar language.
- Students are in an environment where they are expected to acquire more sophisticated and complex knowledge and understanding of the world around them.
- Students often learn the full Alberta curriculum while learning English.
- Many students will experience value and cultural conflicts between their home language and culture and the English language and culture in which they are immersed.

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Cultural Considerations

Each ESL student's cultural and life experiences will differ from those of other ESL students and those of their classmates. In preparing to welcome new students to the school, staff and teachers should find out as much as possible about the students' linguistic and cultural backgrounds. Many countries have a complex linguistic environment. For example, students from India may use two or three languages regularly.

In some cases, language is the basis for political strife between groups of people. For example, using the language of government or industry gives people exclusive access to power in some multilingual countries. In such cases, language can be a highly emotional issue.

Teachers should not assume that because two students come from the same general geographical area they have language and culture in common. They may have very different backgrounds, experiences and beliefs.

Sensitivity to political issues is also important. People who have been on opposing sides of political disputes in the past may now be living side-by-side in Canada. Usually, they leave their political differences behind them, but in some cases long-standing conflicts between groups of people can affect the way they regard and interact with one another.

Teachers should avoid stereotypical thinking about a student's background, abilities and preferences. Every country, culture and language group also has diversity within it. It is important to learn from students and their families about their previous experiences, goals, expectations and abilities. This inquiry and listening should be done with an open mind.

The Role of Culture in Second Language Learning

Learning a second language often involves learning a new culture. By the time a child is five years old, the first culture is already deeply rooted. The first culture of ESL students influences their way of communicating in the second language. For example, many Asian and FNMI students may avoid direct eye contact when speaking with teachers out of respect, based on the teachings of their cultures.

Gestures and body movements convey different meanings in different cultures. Also, the physical distance between speaker and listener is an important factor in some cultures. Some students may stand very close when they speak to a teacher, whereas others may back off if they think the teacher is too close. As the significance of even a friendly or encouraging touch is open to different cultural interpretations, it should be used cautiously, if not avoided altogether.

Learning how to interpret body language, facial expressions, tone of voice and volume in a new language and culture takes time on the part of the learner and patience and understanding on the part of the teacher. It may take a while before students learn the cultural cues that help them communicate more effectively and appropriately in nonverbal ways.

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Some ESL students may only feel comfortable with male or with female teachers, depending on their customs and experiences. ESL students may or may not have previously studied in a classroom or school with both male and female students. Prior knowledge of this and discussion with the parents or guardians and the student will help ESL students feel more comfortable in the school setting.

Impact on Learning Preferences

Like all students, ESL students have differing personalities, cognitive abilities and educational and life experiences that influence their abilities and approaches to learning.

Some students take a systematic or analytical approach to second language learning. They want to know more about how the language works, such as rules governing grammar and spelling. These students may need longer conversational silences, as they wait to make sure that when they speak they will use language that is grammatically correct. These students tend to be shy or rigidly independent and have difficulty making mistakes or accepting or asking for assistance.

Other students are holistic in their orientation, focusing more on getting their message across than on its delivery. These students tend to be outgoing risk-takers who try to communicate from the start. They are typically comfortable with making mistakes, being corrected and asking for assistance; however, they may be satisfied with lower literacy levels and need to be motivated to work hard at developing greater accuracy in their language use.

Other Learning Impacts

Class discussion and participation may be foreign concepts to students of other cultures; for them, volunteering answers and information may be a bold and immodest practice. ESL students may be shocked by the spontaneous and outspoken behaviours of their peers. They have to adjust to new teaching styles and turn-taking rules in the classroom. Students who have come from schools with populations far greater than those found in Alberta may have learned to disappear in a large group but now feel as if their every move stands out. It may take these students some time to become comfortable in this new learning environment.

ESL students may have to make a transition from rote memorization of facts to analytical problem solving or from total dependence to self-reliance. Discovery, trial and error, and a question–answer style of learning can be strange to students who have been taught to believe that the teacher is the sole source of information and that the learner must accept information and not question it or volunteer opinions. Experience-based instruction with field trips may not be taken seriously by students and parents or guardians who have different views of learning. Many parents or guardians of ESL students also expect their children to do a great deal of homework. Communication between the home and school is essential to ensure mutual understanding of expectations.

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Understanding Cultural Differences in Student Behaviour

Teachers working with ESL students should also be aware that these students may sometimes respond in unexpected ways to particular classroom situations or events, due to different experiences, cultural values and beliefs from those of other students. The following chart identifies possible cultural explanations for behaviours and attitudes that ESL students may exhibit.

Behaviour or Attitude	Possible Cultural Explanation
The student avoids eye contact.	Keeping eyes downcast may be a way of showing respect. In some cultures, direct eye contact with a teacher is considered disrespectful and a challenge to the teacher's authority.
The student tends to smile when disagreeing with what is being said or when being reprimanded.	A smile may be a gesture of respect that children are taught in order to avoid being offensive in difficult situations.
The student shrinks from, or responds poorly to, apparently inoffensive forms of physical contact or proximity.	There may be taboos on certain types of physical contact. Buddhists, for instance, regard the head and shoulders as sacred and would consider it impolite to ruffle a child's hair or give a reassuring pat on the shoulder. There are also significant differences among cultures with respect to people's sense of what is considered an appropriate amount of personal space.
The student refuses to eat with peers.	Some students may be unaccustomed to eating with anyone but members of their own family.
The student does not participate actively in group work or collaborate readily with peers on cooperative assignments.	In some cultures, cooperative group work is never used by teachers. Students may thus view sharing as "giving away knowledge" and may see no distinction between legitimate collaboration and cheating.
The student displays uneasiness, expresses disapproval or even misbehaves in informal learning situations or situations involving open-ended learning processes; e.g., exploration.	Schooling in some cultures involves a strict formality. For students who are used to this, an informal classroom atmosphere may seem chaotic and undemanding, and teachers with an informal approach may seem unprofessional. Such students may also be uncomfortable with process-oriented learning activities and prefer activities that yield more tangible and evident results.

Understanding Cultural Differences in Student Behaviour: Adapted, with permission from the Province of British Columbia, from *English as a Second Language Learners: A Guide for Classroom Teachers*, pp. 8, 9, 10. ©1999 Province of British Columbia. All rights reserved.

Behaviour or Attitude	Possible Cultural Explanation
The student refuses to participate in extracurricular activities or in various physical education activities; e.g., swimming, skating, track and field.	Extracurricular activities, along with some physical education activities, may not be considered a part of learning or may even be contrary to a student's religion or cultural outlook. Some students may also be working during after-school hours.
The student seems inattentive and does not display active learning behaviours.	In some cultures, the learning process involves observing and doing, or imitating, rather than listening and absorbing; e.g., through note taking.
Performance following instructions reveals that the student is not understanding the instructions, even though she or he exhibited active listening behaviours that suggested understanding and refrained from asking for help or further explanation.	In some cultures, expressing a lack of understanding or asking for help from the teacher is interpreted as a suggestion that the teacher has not been doing a good job and is considered impolite.
The student is unresponsive, uncooperative or even disrespectful in dealing with teachers of the opposite gender.	Separate schooling for boys and girls is the norm in some cultures. Likewise, in some cultures the expectations for males and females are quite different. The idea that females and males should have the same opportunities for schooling and play comparable roles as educators may run contrary to some students' cultural experiences.
The student appears reluctant to engage in debate, speculation, argument or other processes that involve directly challenging the views and ideas of others.	In some cultures, it is considered inappropriate to openly challenge another's point-of-view, especially the teacher's. In some cases, there may be a value attached to being prepared, knowledgeable and correct when opening one's mouth.
The student exhibits discomfort or embarrassment at being singled out for special attention or praise.	To put oneself in the limelight for individual praise is not considered appropriate in some cultures in which the group is considered more important than the individual.
The student fails to observe the conventions of silent reading.	Some students may be culturally predisposed to see reading as essentially an oral activity and will read aloud automatically. For others, reading aloud is associated with memorization.

The sample situations described in the preceding chart indicate the need for teachers to be aware of their assumptions about the meaning of a student's behaviour and to adjust their own responses accordingly. Often the most effective response of teachers is to be clear and explicit about their own expectations or those prevalent in Canadian society.

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As ESL students become part of the mainstream class, everyone in the class must be prepared to adapt and broaden their understanding. There are times when the adjustments made to address the needs of ESL students will affect and make demands of the other students in the class.

Feedback on Pronunciation

An ESL student may be a fluent speaker, but sometimes communication breaks down because the student has problems mastering the English sound system. The amount of difficulty or phonetic interference will depend to a large extent on the pronunciation patterns of the student's first language. For example, a student who speaks a first language that has few final consonants will tend to drop word-final consonants in English or other languages, resulting in utterances like the following:

Jaw an Baw wa to da sto. (John and Bob walked to the store.)

Many ESL students are unnecessarily referred to speech–language pathologists because of problems that are directly attributable to first language interference. It is important for teachers to be aware that it takes students time to actually learn to hear new sounds, pronounce them properly and use them in conversation and in learning to spell. However, if a student stutters or stammers, or has prolonged problems with pronouncing certain sounds, it may be necessary to find out if these problems are also evident in the student's first language.

To find out whether or not the student requires speech–language intervention, listen to the student speaking in his or her first language with a peer, ask the student's parents or guardians, or request an assessment in the student's first language.

Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP)

It is important for classroom teachers to understand the differences between functional, everyday language skills and the language skills required in an academic setting. Basic Interpersonal Communication Skills (BICS) typically develop within two years of arrival in an integrated classroom setting. BICS make students appear to have mastered many aspects of the language, as they are able to discuss, joke and socialize with classmates; however, there are considerable differences between BICS and the language required for academic purposes. Cognitive Academic Language Proficiency (CALP) takes five to eight years to acquire, and ESL learners need support and assistance with their language learning to achieve CALP. Therefore, in language and culture programs, it is important to remember that ESL learners may or may not have sufficient language or concepts on which to base their new language learning.

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Implications of Learning Multiple Languages Concurrently

The number of trilingual students in Canada is increasing, and most people are aware of the advantages of speaking three languages. Possessing skills in multiple languages leads to educational, economic and sociocultural benefits. Students for whom English is a second language, including those who are learning two languages as well as those who already have bilingual competencies in languages other than English, develop certain tendencies as trilingual speakers that may aid their language development. Limited instruction in a third language will not lead to trilingual proficiency, but it will enable these students to develop language learning skills.

Since the majority of trilinguals are bilinguals learning a third language, success in third language acquisition is based on proficiency in the first language, the recency of the second language acquisition, linguistic distance and interlanguage transfer. English as a second language (ESL) students may find it beneficial to learn a third language as it may improve their understanding of English.

Second Language Acquisition

The term *second language* refers to a language that is learned after the first language is relatively well established. By the age of five, children have control over most of their first language grammar. Any language they learn after that is filtered through their previously learned language.

ESL learners are already learning a second language—typically English—in Alberta schools. Whatever their backgrounds, all ESL students will benefit from being included in the Spanish language and culture program. The most compelling reason is that it is typically during the Spanish language and culture program that all students in the classroom tend to be on a more level playing field. For example, when a teacher is speaking Spanish, it is possibly the one time during the day when the ESL student understands as much as his or her classmates and is not at a disadvantage, as with instruction in English. In fact, the ESL learner's own first language may provide an advantage. Also, the skills necessary to learn a new language are transferable to learning other languages. ESL students should be encouraged to be included in Spanish language and culture programs, despite their limited proficiency in English.

Implications of Learning Multiple Languages Concurrently: Adapted from The Language Research Centre of the University of Calgary, *A Review of the Literature on Second Language Learning* (Edmonton, AB: Alberta Learning, 2004), pp. 57, 61.

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Tips for Teachers of ESL Students

1. **Be conscious of the vocabulary you use.**
 Choose simple, straightforward words that are in everyday use.
2. **Provide additional wait time when students are responding to questions.**
3. **Simplify sentence structures and repeat sentences verbatim before trying to rephrase.**
 Short, affirmative sentences are easiest for new learners of English to understand. Complex sentences and passive verb constructions pose a greater challenge. For example, instead of "The homework must be completed and handed in by Friday," it would be better to say "You must finish the work and give it to me on Friday."
4. **Recycle new words.**
 Reintroduce new words in a different context or use recently learned words to introduce or expand a concept.
5. **Rephrase idioms or teach their meanings.**
 ESL students often translate idiomatic expressions literally. Post a list of idioms for students to see, talk about and use.
6. **Clearly mark transitions during classroom activities.**
 To avoid confusion when changing topics or focus, explicitly signal the changes; e.g., "first we will …", "now it's time for …".
7. **Give clear instructions.**
 Number and label the steps in an activity. Reinforce oral instructions for homework and projects with a written outline to help students who may not be able to process oral instruction quickly enough to understand fully.
8. **Use many nonverbal cues.**
 Gestures, facial expressions and mime will help learners grasp the meaning of what you are saying. Be aware, however, that some gestures, e.g., pointing at people, may have negative meanings in some cultures.
9. **Periodically check to ensure ESL students understand.**
 ESL students may be reluctant to ask for clarification or to admit that they don't understand something, if asked directly. To check for understanding, focus on the students' body language, watching for active listening behaviours or for expressions or postures that indicate confusion or frustration.
10. **Write key words on the board, and use visual and other nonverbal cues, whenever possible, to present key ideas.**
 Concrete objects, charts, maps, pictures, photos, gestures, facial expressions and so on form an important complement to oral explanations for ESL students.
11. **Provide written notes, summaries and instructions.**
12. **Use the students' native languages to check comprehension and to clarify problems.**
 If you or some of your students speak the native language of your ESL student, use the first language to clarify instructions, provide translations of key words that are difficult to explain, and find out what the student knows but cannot express in English. Most ESL students will only need this additional support for a limited time or in rare situations.

Tips for Teachers of ESL Students: Some tips adapted, with permission from the Province of British Columbia, from *English as a Second Language Learners: A Guide for Classroom Teachers*, pp. 18, 19, 20. ©1999 Province of British Columbia. All rights reserved.

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13. **Communicate interest in students' linguistic development, and set expectations.**

14. **Respond to students' language errors.**
 When students produce incorrect grammar or pronunciation, rephrase their responses to model correct usage, without drawing specific attention to the error. In responding to students' written errors, try to focus on consistent errors of a specific type and concentrate on modelling or correcting only that error. If you target each and every error, the student may not grasp the specific rules that must be applied and may become confused and overwhelmed. Keep in mind that it is best to focus on content and understanding first.

Considering the Student's Perspective

As well as creating an effective learning environment for ESL students, it is important for teachers to consider the learning environment from the student's perspective.

ESL students learn best when they:

- are involved in decision making
- become aware of available resources
- are actively involved in evaluation practices
- have opportunities to develop a sense of self-confidence and competence
- feel safe and secure to try things and to make mistakes
- are free to interact with materials, peers and adults
- have opportunities to make choices and decisions about what to do, what to use and who to work with
- become aware of the needs of others and show respect and a caring attitude toward others
- have opportunities for success
- influence their own experiences and the experiences of all others in the class
- continue to develop theories about the way the world works
- are both a learner and a teacher, an individual and a group member.

Celebrating Cultural Differences

There are many ways to celebrate cultural differences in the classroom and the school.

Tips for Celebrating Cultural Differences

1. Begin by finding out as much as possible about the cultures represented in your room and in your community.
2. Ensure that the school is culturally inclusive visually. Displays around the school should represent various backgrounds, cultures, religions and lifestyles. Emphasize the everyday rather than the exotic.
3. Bilingual as well as first language books and dictionaries, and books written by a wide variety of authors from various cultures, can be part of the school library collection. The school library should be reviewed regularly to ensure that materials are culturally appropriate.

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4. Seasonal, holiday and artistic displays in the classroom and school should reflect the cultural composition of the school. If cultural and faith celebrations are honoured within the school, they should be inclusive of all members of the school community.
5. School staff members should be encouraged to decorate their work spaces with items that reflect their cultural backgrounds.

Differentiating Learning Activities for ESL Students

It may be necessary to differentiate learning activities for ESL students. Some examples of differentiation for ESL students are listed in the chart below.

	General Curriculum Focus	Whole Group Activity	Suggestions for Differentiation
Grade 4	Develop reading skills in Spanish.	Class reads grade-level story and discusses.	ESL learner will highlight words understood. ESL learner will sit with a buddy and follow the text.
Grade 5	Exchange basic personal information.	Using a vocabulary list, students work in groups of two or three to write a short script about meeting a new friend. They read the script together.	ESL learner will contribute some of the words for the script. He or she may mime parts of the script for the class.
Grade 6	Explore the use of language for imagination, humour and fun.	Students play a variety of traditional sports or games in Spanish.	ESL learner may display prior knowledge of a game and teach the game to classmates.

Choosing Instructional Strategies

Instructional strategies that are effective in teaching second languages are often the same strategies that are effective with ESL students. In general, structured cooperative learning activities, group discussions and the use of educational technologies are effective instructional strategies for ESL students.

Cooperative Learning

➔ **For more information ...**

Chapter 3

Cooperative learning activities that incorporate predictable routines and structures are integral to a supportive learning environment. Cooperative learning includes students working together in small groups toward a group goal or task completion, students sharing ideas and materials, and students celebrating success based on the performance of the group rather than on the performance of individuals.

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The benefits of using cooperative learning with ESL students are that it allows them to interact with their peers, it models language and social interactions, it develops positive interdependence and self-confidence, and it allows for repetition of information as the group works together to solve problems. The challenges of using cooperative learning are that ESL students may find it to be a threatening experience, may not be used to expressing personal opinions and/or may not have enough language to interact with their peers.

When using cooperative learning as an instructional strategy, teachers should remember to keep groups small, group ESL students carefully, assign roles in each group and monitor group interactions.

Group Discussion

Similar to cooperative learning, group discussions allow ESL students to articulate their views and respond to the opinions of others. Group discussions are essential for building background knowledge on specific issues, creating motivation and interest, and exploring new ideas. They also create a sense of belonging and lead to social interactions.

The challenges of group discussion for ESL students include insufficient listening comprehension skills, misinterpretation of body language and the expression of one's personal opinion, which may not have been encouraged in the ESL student's previous educational setting.

To foster effective group discussions, encourage an atmosphere of openness and acceptance, establish ground rules for discussions, choose topics for discussion carefully and give ESL students an opportunity to think before they respond.

Technology

➔ **For more information ...**

Chapter 3

All students, including ESL students, should become familiar with different types of technology. Some students may have had extensive opportunities to use different technologies, while others may have had limited opportunities. In most cases, students are highly motivated to use any form of technology.

Some suggested forms of technology are:

- electronic journals or diaries
- interactive projects with different schools or countries
- chat rooms, news groups, bulletin boards
- production of audio, video or multimedia assignments
- structured e-mail interactions
- submission of assignments via e-mail
- cross-cultural communication with e-pals
- writing conferences via e-mail.

Using technology benefits students by presenting information in a new way, providing oral presentation of written text (in some cases) and allowing students to work independently at their own pace. Interacting using technology may also be less threatening and intimidating for ESL learners than interacting in person.

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The challenges of using technology include providing instruction on how to use the technologies and monitoring the activity to ensure that students are on task. Assigning partners in the computer lab is a common and valuable strategy. ESL students may need to be introduced to the North American keyboard. There are many effective educational software programs available for teaching basic computer skills, keyboarding and even second languages.

Suggestions for Assessment

➔ **For more information ...**

Chapter 7

Appendix E
Assessment
Blackline Masters

With ESL students, assessment includes finding out about their background knowledge and about any gaps in their prior education.

Accurate assessment of ESL students is difficult because of the limited ability of these students to express themselves. Some modification of assessment practices may be necessary.

Modifying Assessment for ESL Students

Novice Students (up to six months in an English-speaking classroom with ESL support)

- Have student point to the picture of a correct answer (limit choices).
- Have student circle a correct answer (limit choices).
- Instruct student to draw a picture illustrating a concept.
- Instruct student to match items.
- Have student complete fill-in-the-blank exercises with the word list provided.
- Reduce choices on multiple choice tests.
- Test student orally in English or in the native language.

Beginning Students (up to two years in an English-speaking classroom with ESL support)

- Instruct student to match items.
- Have student complete fill-in-the-blank exercises with the word list provided.
- Give open-book tests.
- Ask student to retell/restate (orally and in writing).
- Instruct student to define/explain/summarize orally in English or in the native language.
- Use cloze procedures with outlines, charts, time lines and other graphic organizers.

Modifying Assessment for ESL Students: Adapted from Pamela Wrigley, *The Help! Kit: A Resource Guide for Secondary Teachers of Migrant English Language Learners* (Oneonta, NY: ESCORT, 2001), p. 146. Adapted with permission from ESCORT.

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Intermediate Students (up to five years in an English-speaking classroom with ESL support)	• Have student explain how an answer was achieved (orally and in writing). • Have student complete fill-in-the-blank exercises. • Ask student to retell/restate (orally and in writing). • Have student define/explain/summarize (orally and in writing). • Have student compare and contrast (orally and in writing). • Use cloze procedures with outlines, charts, time lines and other graphic organizers. • Have student analyze and explain data (orally and in writing). • Instruct student to express opinions and judgements (orally and in writing).

Reporting ESL Students' Progress

School jurisdictions may have specific policies regarding the reporting of the achievement of ESL students. Some jurisdictions will supply specifically designed ESL report cards. Other jurisdictions will modify the regular report card to reflect the program of the ESL student. Still other jurisdictions have developed report cards to reflect the needs of all students and have the capacity to include learner outcomes developed specifically for ESL students. No matter what format is used, it is important that accurate information is shared.

Whenever necessary, the services of an interpreter can be used to explain to parents how their children are doing. Teachers can check with local service agencies for lists of available interpreters or ask the family if they have someone they trust to interpret the information for them.

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Chapter 7
Classroom Assessment

Chapter Summary

Introduction
Assessment
Evaluation
Assessment for Learning (Formative) and Assessment of Learning (Summative)
Determining the Assessment Purpose
Principles of Effective Classroom Assessment
Assessment Accommodations for Students with Special Education Needs
Student-directed Assessment
Teacher-directed Assessment
Assessment and Evaluation Resources

Introduction

Assessment approaches and strategies provide evidence of understanding and are a critical part of the planning process. Assessment should be considered and planned before deciding on learning activities. Assessment approaches and tasks provide the context and direction for learning activities that will be used to build understanding and skills.

Assessment

Assessment is the gathering and consideration of information about what a student knows, is able to do and is learning to do. It is integral to the teaching-learning process, facilitating student learning and improving instruction.

Teachers consider assessment during all stages of instruction and learning. The assessment process informs teachers as to what students know and what they are able to do in relation to learning outcomes. Informed by a well-designed and

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implemented assessment process, teachers are empowered to make sound pedagogical decisions to move students toward the achievement of learning outcomes.

Teachers use assessment to:

- obtain information about what students know or are able to do
- modify instruction
- improve student performance.

Assessment practices should:

- be part of an ongoing process rather than a set of isolated events
- focus on both process and product
- provide opportunities for students to revise their work in order to set goals and improve their learning
- provide a status report on how well students can demonstrate learning outcomes at a particular time
- be developmentally appropriate, age-appropriate and gender-balanced and consider students' cultural and special needs
- include multiple sources of evidence (formal and informal)
- provide opportunities for students to demonstrate what they know, understand and can do
- involve students in identifying and/or creating criteria
- communicate the criteria used to evaluate student work before students begin tasks so that they can plan for success
- be communicated to students so that they understand expectations related to learning outcomes.

Also, assessment practices should help and encourage students to:

- be responsible for their own learning
- be involved in establishing criteria for evaluating their products or performances
- work together to learn and achieve outcomes
- feel competent and successful
- set goals for further improvements.

Evaluation

Evaluation is often confused with assessment. Evaluation is a judgement regarding the quality, value or worth of a student's response, product or performance based on established criteria and curriculum standards. Through evaluation, students receive a clear indication of how well they are performing in relation to learning outcomes.

With information from assessment and evaluation, teachers can make decisions about *what* to focus on in the curriculum and *when* to focus on it. Assessment and evaluation identify who needs extra support, who needs greater challenge, who needs extra practice and who is ready to move on. The primary goal of assessment and evaluation is to provide ongoing feedback to teachers, students and parents in order to enhance teaching and learning.

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Assessment for Learning (Formative) and Assessment of Learning (Summative)

Assessment is generally divided into two categories: assessment for learning (formative assessment) and assessment of learning (summative assessment). For professional discussion and understanding, it is helpful to be aware of these terms and their meanings.

Assessment for Learning

➔ **For more information ...**

Appendix E

Assessment for learning is characterized by the ongoing exchange of information about learning between student and self, peer, teacher and parent. It provides information about student progress, allowing the teacher to make program adjustments to best meet the learning needs of a student or class. Assessment for learning provides detailed, descriptive feedback through comments. As a result of receiving feedback focused on the learning outcomes, students will have a clearer understanding of what they need to do to improve their future performance. If students are to become competent users of assessment information, they need to be included in the assessment process (Black et al. 2003).

Examples of assessment for learning activities include the following:

- Students learn the names of family members and bring a photograph or drawing of their family to class. They take turns introducing their family members to their peers. Observe students for the demonstration of specific outcomes, such as how well they share basic information and if they communicate words and phrases comprehensibly. Observations are recorded using an outcome-based observation checklist. Such information effectively informs the planning process, leading to improvement of future student performance in relation to specific learning outcomes.
 Caution
 Teachers should be aware that some students may live in foster or group homes and/or may not have a traditional family structure. An alternative activity may be necessary.
- After hearing Spanish spoken clearly and correctly, students form small groups and read a short passage to one another. Each group selects a spokesperson to present the passage to the entire class. The teacher facilitates a discussion on the characteristics of good Spanish pronunciation. Students then summarize some of the characteristics of good pronunciation in their learning logs. This knowledge is used to improve students' oral interaction and production skills.

Assessment of Learning

Assessment of learning most often occurs at the end of a period of instruction, such as a unit or term. It is designed to be summarized in a performance grade and shared with students, parents and others who have a right to know.

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Examples of assessment of learning activities include the following:

- At the conclusion of a unit on "My Family," students prepare a personal collage using pictures of themselves, families, extended families, friends, their favourite activities, foods, books, likes and dislikes. Each picture is labelled in Spanish. The collages are then presented orally in Spanish. An outcome-based rubric is used to evaluate how well students are able to share basic information and use pronunciation comprehensibly. The rubric is then translated into a grade that can be presented as part of a report card, portfolio or parent–student–teacher conference.
 Caution
 Teachers should be aware that some students may live in foster or group homes and/or may not have a typical family structure. An alternative activity may be necessary.
- At the end of a period of study in which students have had the opportunity to learn and use several relevant vocabulary words, students write a test in which they match a Spanish vocabulary word with the corresponding word in English. These tests are marked and contribute to an overall mark in a reporting period.

Comparing Assessment for Learning and Assessment of Learning

Assessment for Learning (Formative Assessment)	Assessment of Learning (Summative Assessment)
Checks learning to determine what to do next, then provides suggestions of what to do—teaching and learning are indistinguishable from assessment.	Checks what has been learned to date.
Is designed to assist educators and students in improving learning.	Is designed for the information of those not directly involved in daily learning and teaching (school administration, parents, school board, Alberta Education, post-secondary institutions) in addition to educators and students.
Is used continually by providing descriptive feedback.	Is presented in a periodic report.
Usually uses detailed, specific and descriptive feedback—in a formal or informal report.	Usually compiles data into a single number, score or mark as part of a formal report.
Is not reported as part of an achievement grade.	Is reported as part of an achievement grade.
Usually focuses on improvement, compared with the student's "previous best" (self-referenced, making learning more personal).	Usually compares the student's learning either with other students' learning (norm-referenced, making learning highly competitive) or with the standard for a grade level (criterion-referenced, making learning more collaborative and individually focused).

Comparing Assessment for Learning and Assessment of Learning: Adapted from Ruth Sutton, unpublished document, 2001. Used with permission from Ruth Sutton Ltd.

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Determining the Assessment Purpose

Any assessment strategy can serve both formative and/or summative purposes, depending on how the results are used. In assessment of learning, tests are given to check learning at a given point and are included as part of the report card mark. When planning to administer a test, teachers can also use assessment for learning strategies. For example:

- Teachers can collaboratively develop test questions with students. Developing test questions gives an indication of what students know and can do. This helps students understand how to focus their test preparation and helps teachers determine how to most effectively guide student review.

- Teachers can ask students to rate, on a scale from easy to difficult, what has been learned. This helps students understand how to focus their test preparation and helps teachers determine how to most effectively help students review. Following a test, teachers can ask students to identify what questions they considered to be the most difficult—the ones they found most challenging, not necessarily the questions they got wrong. Teachers can then take this information and work with students to categorize learning outcomes that proved difficult and to facilitate student self-assessment and goal setting.

- Teachers can administer a nongraded pre-test prior to introducing a new activity. For example, if the instructional focus of a game to be played is to learn new vocabulary, students can be given a pre-test to check how well they know that vocabulary. After the learning experience, students can complete the same test and compare their performances. Based on this comparison, students can reflect on their learning in their learning logs.

It is possible to use the same test for both assessment of learning and assessment for learning. It is up to teachers to determine the purpose and use of the results of assessment strategies.

Meaningful Assessment

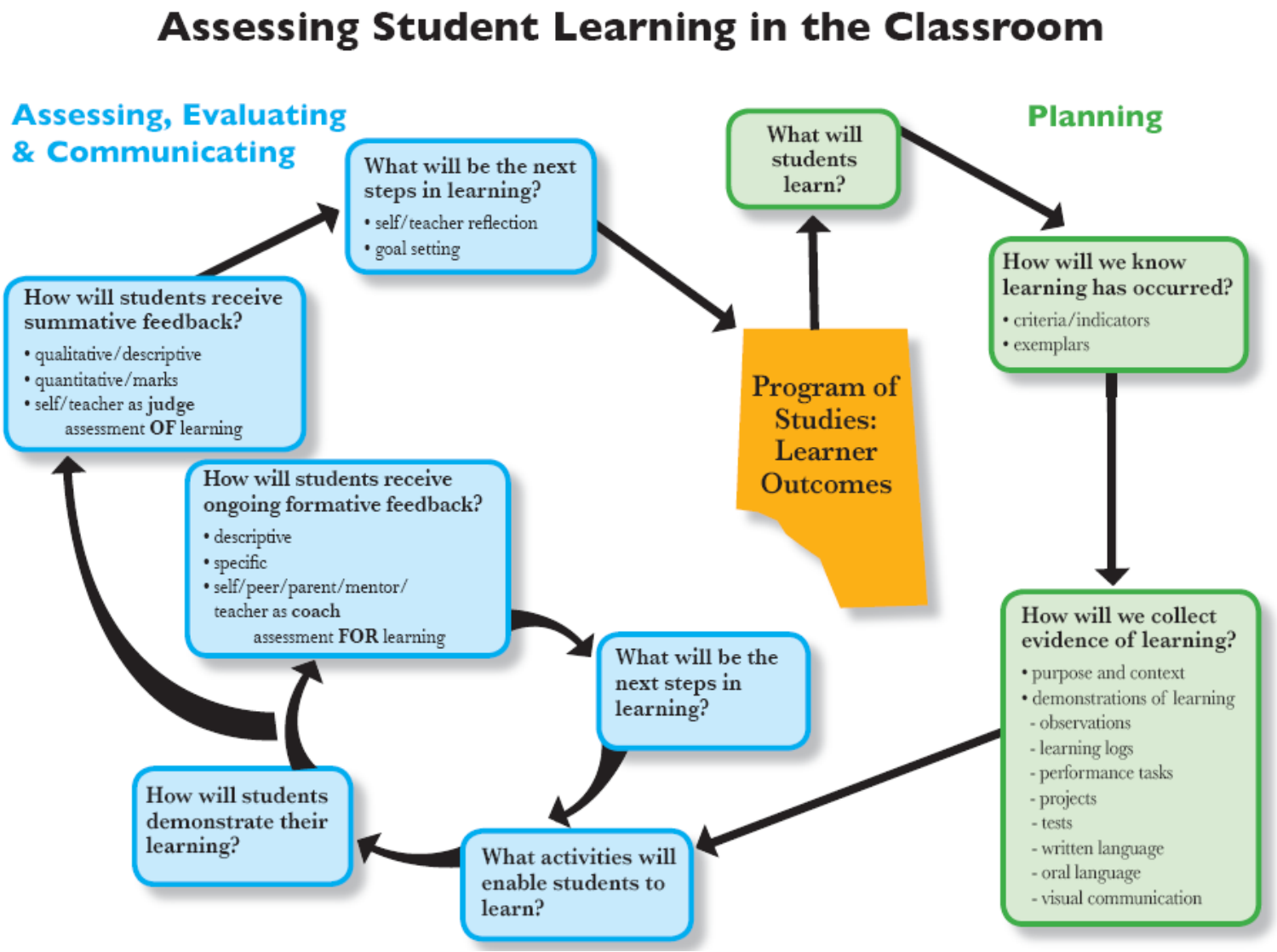
The quality of assessment largely determines the quality of evaluation. Valid judgements can be made only if accurate and complete assessment data are collected in a variety of contexts over time.

Assessment should occur in authentic contexts that allow students to demonstrate learning by performing meaningful tasks. Meaningful assessment achieves a purpose and provides clear and useful information. For example, it may identify misunderstandings in student learning and provide corrective feedback and direction for further instruction. Assessment enhances instruction and learning.

Meaningful content and contexts for assessment help students by engaging their attention and encouraging them to share their work and talk about their learning processes. Students need to take an active part in assessment. When students understand assessment criteria and procedures and take ownership for assessing the quality, quantity and processes of their own work, they develop self-assessment skills. The ultimate goal of assessment is to develop independent lifelong learners who regularly monitor and assess their own progress.

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Assessing Student Learning in the Classroom: ©Alberta Assessment Consortium (AAC). Source: *A Framework for Student Assessment* (p. 3). 2nd ed. (2005). Used with permission.

Principles of Effective Classroom Assessment

Effective assessment provides regular feedback and allows teachers and students to reflect on progress and adjust instruction for learning.

There are several critical factors to consider as you plan and develop an effective classroom assessment program. The graphic on the preceding page, "Assessing Student Learning in the Classroom," outlines a framework for classroom assessment based on the latest research and best practices designed to enhance student learning. The following principles are central to an assessment process that informs teaching practices and enhances student learning.

Assessment reflects intended outcomes from the program of studies.

General and specific outcomes identify expectations for student achievement across curriculum. These outcomes should be used to articulate evidence and criteria for learning. When outcomes are clustered around a "big idea" or concept, they can be used as the basis for articulating expectations, selecting strategies and developing activities. Well-aligned units and lesson plans incorporate a series of learning experiences that:

- clearly identify a cluster of outcomes around a big idea or concept
- describe what students should understand, know and do to meet the outcomes
- provide learning activities that lead students to attain the outcomes
- use instructional approaches or strategies based on indicators of student learning.

Teachers should plan assessment activities that require students to demonstrate what they understand and can do in relation to the selected outcomes so that valid inferences can be made based on the results.

Assessment criteria are clearly communicated.

Criteria describe what students are expected to be able to do to meet intended learning outcomes. Criteria need to be written in age-appropriate language and communicated to students prior to beginning an assessment activity. Sharing criteria with students empowers them to monitor their learning and communicate their progress.

Assessment employs a variety of strategies.

The most accurate profile of student achievement is based on the findings gathered from assessing student performance in a variety of contexts. When teachers use a variety of assessment for learning and assessment of learning strategies consistently, they are able to accurately communicate student achievement in relation to the program of studies. For example, some skill outcomes can only be evaluated through performance assessment that provides students with a meaningful real-world context, and in second language instruction, observation of personal communication is an essential assessment strategy.

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Assessment is ongoing.

The assessment process has no beginning or end; it is a continuous process that enhances teaching and learning and provides ongoing feedback to teachers, students and parents about student learning. Teachers gather information about student learning and consider it as they plan further instruction. They use ongoing student assessment to make decisions on how to best support student learning while students work toward achieving the outcomes in the program of studies.

Assessment involves students in the process.

Whenever possible, students should be involved in determining the criteria used to evaluate their work. Such involvement leads students to a deeper understanding of what they are expected to know and do. Students should also be involved in the process of identifying their learning needs and goals. Teachers facilitate self-assessment, peer assessment, conferencing and goal setting to enhance learning and allow students to become effective users of assessment information.

Assessment demonstrates sensitivity to individual differences and needs.

Assessment impacts student motivation and self-esteem and therefore needs to be sensitive to how individual students learn. "Accommodations to … assessment will greatly serve the needs of individual students who have communication, behavioural, intellectual or physical exceptionalities …. Such accommodations or adaptations should be made to ensure the most accurate understanding of a student's performance …" (Toronto Catholic District School Board 2001, p. 14). As teachers conference with students, decisions are made with regard to the next steps in student learning. This includes accommodations for individual student learning needs.

➔ **For more information …**

Chapter 6 Modifying Assessment for ESL Students

Chapter 7 Assessment Accommodations for Students with Special Education Needs

Appendix C Examples of Assessment Accommodations

Accommodations to programming and assessment, including those for ESL students and for students with special education needs, ensure the most positive impact on student learning and an accurate understanding of student performance. Specific accommodations may include adjustments to the kind, breadth, depth and pace of assessment.

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Assessment includes many different tools and processes.

Assessment tools and processes include:

- tests and quizzes with constructed-response (performance-based) items and selected-response items (true/false, fill-in-the-blank, multiple choice)
- reflective assessments, such as journals, logs, listen–think–pair–share activities, interviews, self-evaluation activities, and peer response groups
- academic prompts that clearly specify performance task elements, such as format, audience, topic and purpose
- culminating assessment projects that allow for student choice and independent application.

Assessment should:

- be directly connected to curriculum expectations and to instructional strategies
- include various forms, such as observations, anecdotal notes, rating scales, performance tasks, student self-assessment, teacher questioning, presentations and learning logs
- be designed to collect data about what students know and are able to do, what they need to learn, and what they have achieved and about the effectiveness of the learning experience
- demonstrate a range of student abilities, skills and knowledge
- involve sharing the intended outcomes and assessment criteria with students prior to an assessment activity
- assess before, during and after instruction
- provide frequent and descriptive feedback to students
- ensure that students can describe their progress and achievement.

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Assessment Accommodations for Students with Special Education Needs

➔ **For more information ...**

Chapter 4

Assessment may need to be modified or adapted to accommodate students with special education needs. Based on a clear understanding of the specific needs of a student, teachers can make assessment accommodations related to:

- kind/task
- depth/detail
- breadth/volume
- pace/timing.

The following chart describes examples of these types of assessment accommodation.

Accommodation in Kind (Task)	**Accommodation in Depth (Detail)**
• Familiarize students with methods being used. • Use alternative assessment formats; e.g., oral tests, conferences. • Encourage student negotiation of performance tasks. • Provide exemplary models. • Allow students to practise the activity. • Convert short answer questions to a cloze format. • Present tasks that begin with the concrete and move to the abstract. • Encourage the use of tools such as calculators, dictionaries, word processors and magnifiers. • Allow peer support, such as partner work.	• Break down complex tasks into smaller steps. • Provide written instructions in addition to verbal directions. Put an outline of steps on the board. • Include picture clues to support verbal instructions. • Modify the format of the evaluation by having fewer questions per page, or limit the overall number of questions. • Teach students to attend to key direction words in questions by using a highlighter. • Avoid excessive corrections by focusing on fewer expectations.
Accommodation in Breadth (Volume)	**Accommodation in Pace (Timing)**
• Reduce amount of reading and writing required. • Reduce amount of content per assessment task. • Provide clear, simple directions for the assessment activity. • Allow the use of notes or text during tests to assist students with weak recall, or provide a set of reference notes. • Monitor work to ensure time lines are met.	• Provide additional time to complete tasks and tests. • Have students repeat and rephrase instructions. • Allow students to complete the assessment task over several sessions. • Reinforce effective behaviour such as finishing on time and demonstrating commitment to the task. • Take into account improvement over time.

Assessment Accommodations for Students with Special Education Needs: Adapted with permission from Toronto Catholic District School Board, *Assessment of Student Achievement in Catholic Schools: A Resource Document* (Toronto, ON: Toronto Catholic District School Board, 2001), p. 15.

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Student-directed Assessment

Involving students in the assessment process allows them to become effective users of assessment information. Students can become proficient users of student-directed assessment strategies such as conferencing, self-assessment, peer assessment and goal setting.

Assessments that directly involve students help them learn important skills that they will be able to use as lifelong learners. They learn to be reflective and responsive, to think about their own efforts, to be constructive in self-assessment and peer assessment, and to provide specific information that makes a difference.

By integrating self-assessment activities, time for goal setting and peer assessment into routine classroom activities, assessment shifts from the teacher as judge and evaluator, to the teacher as coach and facilitator. To increase student involvement in the assessment process, teachers should:

- explain scoring criteria for performance-based tests prior to the tests
- show exemplars of what excellent work looks like whenever possible
- use language that students understand
- develop assessment tools collaboratively with students
- develop self-monitoring and self-assessment tools for different tasks and assignments
- encourage student goal setting.

Conferencing

Conferences are usually short, informal meetings held with individual students or a small group of students and involve diagnostic listening, questioning and responding. Interviews are conferences conducted to gather specific information. They may involve a set of questions asked for a specific purpose or a formal set of written questions to which a student responds in writing. For example, teachers may need information about a student's use of text and use a formal conference or interview to ask questions directly related to a particular aspect of the student's performance.

Sometimes more formal interviews are conducted regarding student attitudes and metacognitive behaviours. These are often presented as a set of questions or activities to which the student may respond orally, while the teacher records his or her responses.

Whether conferences are informal or formal, they are most beneficial for assessment purposes when they are held on a regular basis and both student and teacher come prepared with materials to share and questions to ask. Conference notes form a permanent record of the content of the conference and can be used to set goals for future learning.

Once students are familiar with conferencing procedures, peer conferencing can be used by students to obtain feedback and discuss their progress and goals.

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The purpose of conferencing is to:

- provide opportunities for students and the teacher to discuss learning strengths and areas for improvement
- set learning goals
- learn about students' understanding of information, students' attitudes toward learning, and the skills and strategies students employ during the learning process
- provide opportunities for individualized teaching, guiding students to more challenging materials and determining future instructional needs.

Tips for Conferencing with Students

1. The tone of conferences should be relaxed and friendly, with a limited number of topics to discuss. Students should be aware of the purpose of the conference and the expectations of participants before the conference begins.
2. Manage conferences by setting aside definite times.
3. Record individual student names on a classroom calendar so that students know the day on which their conference will occur.
4. Use a class list to ensure that all students are seen in individual conferences.
5. Allow students to request conferences on a sign-up basis.
6. Ensure that all students select at least a minimum number of conferences (to be determined by the teacher) throughout the term.
7. Review class records frequently to ensure that all students are being seen regularly.
8. Schedule assessment conferences for five to ten minutes with a specific purpose in mind.
9. Maintain a friendly, relaxed atmosphere that promotes trust.
10. Ensure that students are able to work independently so conferences can occur without interruption. Discuss the purpose of conferences and the expectations of all members of the class during conference times. Establish procedures for problem-solving other class issues that may arise during conference times.
11. Conference more frequently with students having difficulty.
12. Focus on only one or two topics at each conference.
13. Begin and end each conference on a positive note.
14. Review recent anecdotal notes and conference records to identify students in immediate need of conferencing.
15. Understand that students become more involved and accept more responsibility for the conference as they become familiar with the process.
16. In a group conference, each student involved has the opportunity to share his or her work, to emphasize what he or she is proud of and to ask questions. Other participants point out what they like about the student's work and offer suggestions for improvement. It may be useful to observe and record anecdotal notes.

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Personal Reflection and Self-assessment

➔ **For blackline masters …**

Appendix E
Self-assessment Checklist,
Self-assessment Rating Scale,
Self-assessment Checklist and Goal Setting

Personal reflection can be structured by the teacher or the students and may include personal responses about the learning process. Teachers can effectively model personal reflection for students on a daily basis.

When students self-assess they:

- reflect on what they have learned and how they learned it
- monitor and regulate their learning while they are learning
- see their strengths as well as areas that need work
- realize that they are responsible for their own learning
- evaluate the quality of their work and knowledge
- set goals for future learning and plan ways to achieve their goals
- see their progress in all curricular areas.

Tools such as response journals and learning logs can become even more effective when accompanied by the use of probes or specific questions. In *Assessing Student Outcomes*, Marzano, Pickering and McTighe offer the following journal writing probes and questions that help students reflect on their own learning:

Reflecting on Content

Describe the extent to which you understand the information discussed in class. What are you confident about? What are you confused about? What do you find particularly interesting and thought provoking?

Reflecting on Information Processing

Describe how effective you were in gathering information for your project.

Reflecting on Communication

Describe how effective you were in communicating your conclusions to your discussion group.

Reflecting on Collaboration and Cooperation

Describe how well you worked with your group throughout your project.

Assessing their own thinking and learning provides students with valuable training in self-monitoring. One way to have students reflect on their learning is to have them complete sentence stems such as:

- This piece of work demonstrates that I can …
- I can improve my work by …
- After reviewing my work, I would like to set a new goal to …
- A strategy that worked well for me is …

To maximize learning, teachers can create opportunities for students to compare their own self-assessment information with teacher assessments. This kind of authentic student–teacher interaction during the assessment process encourages students to honestly and thoughtfully assess their own work and take ownership of their own learning.

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Students can assume more responsibility in the learning process by assessing and/or evaluating their own assignments or projects prior to teacher or peer assessment. Students can also write their own progress report comments and summary-of-learning letters to teachers and parents.

Portfolios

A portfolio is a purposeful collection of student work samples, student self-assessments and goal statements that reflect student progress. Students generally choose the work samples to place in the portfolio, but the teacher may also recommend that specific work samples be included. Portfolios are powerful tools that allow students to see their academic progress from grade to grade.

The physical structure of a portfolio refers to the actual arrangement of the work samples, which can be organized according to chronology, subject area, style or goal area. The conceptual structure refers to the teacher's goals for student learning. For example, the teacher may have students complete a self-assessment on a work sample and then set a goal for future learning. The work sample self-assessment and the goal sheet are then added to the portfolio.

Work samples from all curricular areas can be selected and placed in a portfolio, including stories, tests and projects.

Effective portfolios:

- are updated regularly to keep them as current and complete as possible
- help students examine their progress
- help students develop a positive self-concept as learners
- are shared with parents or guardians
- are a planned, organized collection of student-selected work
- tell detailed stories about a variety of student outcomes that would otherwise be difficult to document
- include self-assessments that describe the student as both a learner and an individual
- serve as a guide for future learning by illustrating a student's present level of achievement
- include a selection of items that are representative of curriculum outcomes and of what students know and can do
- include the criteria against which the student work was evaluated
- support the assessment, evaluation and communication of student learning
- document learning in a variety of ways—process, product, growth and achievement
- include a variety of works—audio recordings, video recordings, photographs, graphic organizers, first drafts, journals and assignments that feature work from all of the multiple intelligences.

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Work samples not only provide reliable information about student achievement of the curriculum, but also provide students with a context for assessing their own work and setting meaningful goals for learning. Furthermore, displaying concrete samples of student work and sharing assessments that illustrate grade level expectations of the curriculum are key to winning the confidence and support of parents.

An essential requirement of portfolios is that students include written reflections that explain why each sample was selected. The power of the portfolio is derived from these descriptions, reactions and metacognitive reflections. Conferencing with parents, peers and/or teachers helps synthesize learning and celebrate successes. Some students become adept at writing descriptions and personal reflections of their work without any prompts. For students who have difficulty deciding what to write, sentence starters might be useful; e.g.,

- This piece shows I really understand the content because …
- This piece showcases my _____ intelligence because …
- If I could show this piece to anyone—living or dead—I would show it to _____ because …
- People who knew me last year would never believe I created this piece because …
- This piece was my greatest challenge because …
- My (parents, friend, teacher) liked this piece because …
- One thing I learned about myself is …[1]

The student descriptions should indicate whether the product was the result of a specifically designed performance task or a regular learning activity. The level of assistance is also relevant—did the student complete the work independently, with a partner, with intermittent guidance from the teacher or at home with parent support? Dating the sample, providing a brief context and indicating whether the work is a draft or in completed form are also essential.

Goal Setting

➔ **For blackline masters …**

Appendix E
Self-assessment Checklist and Goal Setting,
Long-term Goal Setting

Goal setting follows naturally out of self-assessment, peer assessment and conferences. Students and teachers decide what they need to focus on next in the students' learning, set goals and plan the steps students will take towards achieving their goals.

Goals can be either short- or long-term. Short-term goals are small and specific and are likely to be achieved within a brief period of time. One way to help students set goals is to add a prompt to the end of a self-assessment task; e.g., "Next time I will …".

Students set long-term goals when they take an overall look at how they are doing and identify a specific focus for improvement. Long-term goals are bigger and more general and usually require an extended period of time to reach, sometimes as long as a few months.

1. Adapted from Kay Burke, *The Mindful School: How to Assess Authentic Learning* (3rd edition) (Arlington Heights, IL: Skylight Professional Development, 1999, 1994, 1993), p. 68. Adapted with permission of Sage Publications, Inc.

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Appendix D
Goal-setting Organizer 1, 2, 3 or 4

To coach students in setting SMART learning goals—Specific, Measurable, Attainable, Relevant and Timely (Sutton 1997)—teachers should advise students to look for strengths in their work as well as areas of potential growth.

Students need to set goals that are attainable and appropriate. Teachers can use direct instruction to help students develop goal-setting skills. When students set their goals, they need to:

- consider their strengths
- consider areas that need improvement
- use established criteria
- identify resources they will need to be successful
- design plans that will enable them to reach their goals
- share their goals with significant people in their lives
- plan time lines for goal review and attainment.

Students may set specific goals for each of the language arts. Goals may be set for daily activities, for long-term activities or for a term.

Once students describe what they need to do, they design a specific plan to meet their goals. Teachers ask students to provide specific information, such as a date by which they wish to accomplish their goal and the materials and resources they will need.

The results of self-assessment, peer assessment and goal setting are used to monitor students' performance and to improve it. Information gathered can be used to plan for future instruction, but it should not be included in a performance mark for a report card.

Learning Logs

Learning logs serve to develop student awareness of outcomes and learning processes. With encouragement, guidance and practice, students develop the ability to reflect on learning activities, identify what they have learned, identify areas in which they need to improve and set personal learning goals. It takes time and practice for students to become adept at such reflective thinking, particularly in the beginning stages. Learning logs kept by students and responded to by the teacher on a regular basis provide an effective assessment for learning tool.

Guided Reflection

Learning logs allow students to monitor their learning and write to the teacher about what help they need to improve. Teachers can direct students to focus on a particular area in their learning logs, such as reflecting on a specific experience, or breaking down vocabulary and grammar into categories that indicate levels of understanding, such as "Got it, Getting it, Don't get it yet." Information gained from periodic meetings with students about their learning logs allows teachers to plan how to help students improve.

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Metacognitive Reflection

Metacognitive reflection can be defined as thinking about one's own thinking and learning processes. Teachers help students develop metacognitive strategies through direct instruction, modelling and providing opportunities for student practice. In this way, students become effective thinkers who self-monitor and develop control over their thinking processes.

Students use their metacognitive skills to reflect on what they have learned, how they have learned it and what they need to do to pursue their learning further. When they engage in metacognitive reflection, students can monitor their own learning and strengthen their will to learn. Learning logs, conferences and inventories can all be used to help students develop metacognitive awareness. Personal reflection on daily work, as well as on test and examination performance, can expand students' self-knowledge. Students are able to see the progress they make, which in turn improves their self-concept.

Learning Lists

Lists that facilitate student reflection can also be included in learning logs. To remember particularly challenging words or phrases, students can make lists of these items. Creating lists can help students target their learning by recognizing areas in which they need to improve.

Peer Assessment

➔ **For blackline master ...**

Appendix E
Peer-assessment Checklist

Peer assessment allows students to examine one another's work as it relates to specific criteria and to offer encouragement and suggestions for improvement. Peer assessment offers students the opportunity to share with one another their insights about learning Spanish.

To facilitate positive and effective peer assessment, teachers need to ensure that students understand the criteria and focus on a particular aspect of their peers' work. Students should be coached on giving descriptive and constructive feedback so they avoid using broad terms such as "good" or "bad." It may be helpful if teachers have students offer two positive comments and one question about their peers' work.

Peer assessment could be facilitated by having students:

- complete a self-assessment evaluation, using the comments made by their peers
- complete a peer-assessment checklist and discuss the results with the peer, explaining the feedback.

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Teacher-directed Assessment

Teachers use a number of tools to evaluate and assess student performance related to curricular outcomes. By assessing a variety of activities and using different tools, such as rubrics, rating scales and anecdotal notes, teachers obtain a more accurate view of student performance.

Checklists, Rating Scales and Rubrics

➔ **For blackline masters ...**

Appendix E
Observation Checklist;
Checklist and Comments 1 and 2;
Rating Scale 1, 2 and 3; Rubric;
Rubric and Checklist

Checklists, rating scales and rubrics are tools that state specific criteria and allow teachers and students to gather information and make judgements about what students know and can do in relation to curricular outcomes. These tools offer systematic ways of collecting data about specific behaviours, knowledge and skills.

The quality of information acquired through the use of checklists, rating scales and rubrics is highly dependent on the quality of the descriptors chosen for the assessment. The benefit of this information is also dependent on students' direct involvement in the assessment and understanding of the feedback provided.

The purpose of checklists, rating scales and rubrics is to:

- provide tools for systematic recording of observations
- provide tools for self-assessment
- provide criteria to students prior to collecting and evaluating data on their work
- record the development of specific skills, strategies, attitudes and behaviours necessary for demonstrating learning
- clarify students' instructional needs by presenting a record of current accomplishments.

Tips for Developing Checklists, Rating Scales and Rubrics

1. Use checklists, rating scales and rubrics in relation to outcomes and standards.
2. Use simple formats that can be understood by students and that will communicate information about student learning to parents.
3. Ensure that the characteristics and descriptors listed are clear, specific and observable.
4. Encourage students to assist with writing appropriate criteria. For example, what are the descriptors that demonstrate levels of performance for a piece of persuasive writing?
5. Ensure that checklists, rating scales and rubrics are dated to track progress over time.
6. Leave space to record anecdotal notes or comments.
7. Use generic templates that become familiar to students and to which various descriptors can be added quickly to reflect the outcome(s) being assessed.
8. Provide guidance to students to use and create their own checklists, rating scales and rubrics for self-assessment purposes and as guidelines for goal setting.

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Checklists usually offer a yes/no format in relation to student demonstration of specific criteria. They may be used to record observations of an individual, a group or a whole class.

Rating Scales allow teachers to indicate the degree or frequency of the behaviours, skills and strategies displayed by the student and can show a range of performance levels. Rating scales state the criteria and provide three or four response selections to describe the quality or frequency of student work.

Teachers can use rating scales to record observations, and students can use them as self-assessment tools. Rating scales also give students information for setting goals and improving performance. Teaching students to use descriptive words such as **always**, **usually**, **sometimes** and **never** helps them pinpoint specific strengths and needs. The more precise and descriptive the words for each scale point, the more reliable the tool. Effective rating scales use descriptors with clearly understood measures, such as frequency. Scales that rely on subjective descriptors of quality, such as **fair**, **good** or **excellent**, are less effective because the single adjective does not contain enough information on what criteria are indicated at each of these points on the scale.

Teachers can increase the assessment value of a checklist or rating scale by adding two or three additional steps that give students an opportunity to identify skills they would like to improve or the skill they feel is most important. For example, teachers can instruct students to:

- put a star beside the skill they think is the most important for encouraging others
- circle the skill they would most like to improve
- underline the skill that is the most challenging for them.

➔ **For more information ...**

http://www.aac.ab.ca
http://www.rubistar4teachers.org
http://teach-nology.com

Rubrics use a set of criteria to evaluate a student's performance. They consist of a fixed measurement scale and detailed descriptions of the characteristics for each level of performance. These descriptions focus on the **quality** of the product or performance and not the **quantity**; e.g., not the number of paragraphs, examples to support an idea, spelling errors. Rubrics are commonly used to evaluate student performance with the intention of including the result in a grade for reporting purposes. Rubrics can increase the consistency and reliability of scoring.

Rubrics use a set of specific criteria to evaluate student performance. They may be used to assess individuals or groups and, as with rating scales, may be compared over time.

➔ **For blackline master ...**

Appendix E
Rubric

Developing Rubrics and Scoring Criteria

Rubrics are increasingly recognized as a way to both effectively assess student learning and communicate expectations directly, clearly and concisely to students. The inclusion of rubrics provides opportunities to consider what demonstrations of learning look like, and to describe stages in the development and growth of knowledge, understandings and skills. To be most effective, rubrics should allow students to see the progression of mastery in the development of understandings and skills.

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Rubrics should be constructed with input from students whenever possible. A good start is to define what quality work looks like based on the learning outcomes. Exemplars of achievement need to be used to demonstrate to students what an excellent or acceptable performance is. Once the standard is established, it is easy to define what exemplary levels and less-than-satisfactory levels of performance look like. The best rubrics have three to five descriptive levels to allow for discrimination in the evaluation of the product or task. Rubrics may be used for summative purposes by assigning a score to each of the various levels.

Before developing a rubric, teachers should consider the following:

- What are the specific language and culture curriculum outcomes involved in the task?
- Do the students have some experience with this or a similar task?
- What does an excellent performance look like?
- What are the qualities that distinguish an excellent performance from other levels?
- What do other responses along the performance quality continuum look like?

Teachers can begin by developing criteria to describe the acceptable level. Then they can use Bloom's taxonomy to identify differentiating criteria as they move up the scale. The criteria should not go beyond the original performance task, but should reflect higher thinking skills that students could demonstrate within the parameters of the initial task.

When developing the scoring criteria and quality levels of a rubric, teachers should consider using the following guidelines:

- Level 4 is the **standard of excellence** level. Descriptions should indicate that all aspects of work exceed grade level expectations and show exemplary performance or understanding. This is a "Wow!"
- Level 3 is the **approaching standard of excellence** level. Descriptions should indicate some aspects of work that exceed grade level expectations and demonstrate solid performance or understanding. This is a "Yes!"
- Level 2 is the **meets acceptable standard** level. This level should indicate minimal competencies acceptable to meet grade level expectations. Performance and understanding are emerging or developing but there are some errors and mastery is not thorough. This is an "On the right track, but …".
- Level 1 is the **does not yet meet acceptable standard** level. This level indicates what is not adequate for grade level expectations and indicates that the student has serious errors, omissions or misconceptions. This is a "No, but …". The teacher needs to make decisions about appropriate intervention to help the student improve.

Creating Rubrics with Students

Learning improves when students are actively involved in the assessment process. Students do better when they know the goal, see models and know how their performance compares to learning outcomes.

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Learning outcomes are clarified when students assist in describing the criteria used to evaluate performance. Teachers can use brainstorming and discussion to help students analyze what each level looks like. Student-friendly language can be used and students can be encouraged to identify descriptors that are meaningful to them.

Teachers can provide work samples to help students practise and analyze specific criteria for developing a critical elements list, which can then be used to develop descriptions for each performance level.

Although rubrics are often used as assessment of learning tools, they can also be used as assessment for learning tools. Students can benefit from using rubrics as they become more competent at judging the quality of their work and examining their own progress. For example:

- Teachers can involve students in the assessment process by having them participate in the creation of a rubric. This process facilitates a deeper understanding of the intended outcomes and the associated assessment criteria.
- After a rubric has been created, students can use it to guide their learning. Criteria described in a rubric serve to focus student reflection on their work and facilitate the setting of learning goals for a particular performance assessment. Students can use a rubric to assess their own work or the work of a peer, and they can use it to guide their planning for the "next steps" in learning.

Informal Observation

Informal observation is an integral part of ongoing instruction. Informal assessments include observations of students as they engage in authentic reading tasks, conferences with students about work in progress or completed assignments, and discussions with students regarding their awareness of the strategies they use to construct meaning from print. Teachers can make mental notes of the extent to which students are able to meet outcomes and can offer feedback, encouragement and praise as needed.

Anecdotal Notes

➔ **For blackline master ...**

Appendix E
Anecdotal Notes

Anecdotal notes are used to record specific observations of individual student behaviours, skills and attitudes as they relate to the outcomes in the program of studies. Such notes provide cumulative information on student learning and direction for further instruction. Anecdotal notes are often written as a result of ongoing observations during lessons but may also be written in response to a product or performance the student has completed. They are brief, objective and focused on specific outcomes. Notes taken during or immediately following an activity are generally the most accurate. Anecdotal notes for a particular student can be periodically shared with that student or shared at the student's request. They can also be shared with students and parents at parent–teacher–student conferences.

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The purpose of anecdotal notes is to:

- provide information regarding a student's development over a period of time
- provide ongoing records about individual instructional needs
- capture observations of significant behaviours that might otherwise be lost
- provide ongoing documentation of learning that may be shared with students, parents and other teachers.

Tips for Establishing and Maintaining Anecdotal Notes

1. Keep a binder with a separate page for each student. Record observations, using a clipboard and sticky notes. Write the date and the student's name on each sticky note. Following the note taking, place individual sticky notes on the page reserved for that student in the binder.
 OR
 Keep a binder with dividers for each student and blank pages to jot down notes. The pages may be divided into three columns: Date, Observation and Action Plan. Keep a class list in the front of the binder and check off each student's name as anecdotal notes are added to his or her section of the binder. This provides a quick reference of the students you have observed and how frequently you have observed them.
2. Keep notes brief and focused (usually no more than a few sentences or phrases).
3. Note the context and any comments or questions for follow-up.
4. Keep comments objective. Make specific comments about student strengths, especially after several observations have been recorded and a pattern has been observed.
5. Record as the observations are being made, or as soon after as possible, so recollections will be accurate.
6. Record comments regularly, if possible.
7. Record at different times and during different activities to develop a balanced profile of student learning.
8. Review the notes frequently to ensure that they are being made on each student regularly, and summarize information related to trends in students' learning.

Observation Checklist

➔ **For blackline master ...**

Appendix E
Observation Checklist

Observing students as they solve problems, model skills to others, think aloud during a sequence of activities or interact with peers in different learning situations provides insight into student learning and growth. The teacher finds out under what conditions success is most likely, what individual students do when they encounter difficulty, how interaction with others affects students' learning and concentration, and what students need to learn in the future. Observations may be informal or highly structured; they may be incidental or scheduled over different periods of time in different learning contexts.

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Observation checklists allow teachers to record information quickly about how students perform in relation to specific outcomes from the program of studies. Observation checklists, written in a yes/no format can be used to assist in observing student performance relative to specific criteria. They may be directed toward observations of an individual or group. These tools can also include spaces for brief comments, which provide additional information not captured in the checklist.

Before using an observation checklist, teachers should ensure that students understand what information will be gathered and how it will be used. Checklists should be dated to provide a record of observations over a period of time.

Tips for Using Observation Checklists

1. Determine the specific outcomes to observe and assess.
2. Decide what to look for. Write down criteria or evidence that indicates the student is demonstrating the outcome.
3. Ensure students know and understand what the criteria are.
4. Target your observation by selecting four to five students per class and one or two specific outcomes to observe.
5. Collect observations over a number of classes during a reporting period and look for patterns of performance.
6. Date all observations.
7. Share observations with students, both individually and in a group. Make the observations specific and describe how this demonstrates or promotes thinking and learning. For example: "Eric, you contributed several ideas to your group's Top Ten list. You really helped your group finish the task within the time limit."
8. Use the information gathered from observation to enhance or modify future instruction.

Question and Answer

➔ **For more information ...**

Chapter 1
Bloom's Taxonomy

Questioning can serve as an assessment tool when it is related to outcomes. Teachers use questioning (usually oral) to discover what students know and can do. Strategies for effective question and answer assessment include the following:

- Apply a wait time or "no hands-up rule" to provide students with time to think about a question before they are called upon randomly to respond.
- Ask a variety of questions, including open-ended questions and those that require more than a right or wrong answer.
- Use Bloom's Taxonomy when developing questions to promote higher-order thinking.

Teachers can record the results of questions and answers in anecdotal notes and include them as part of their planning to improve student learning.

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Quizzes

Quizzes generally check for student learning as it relates to a single outcome or to several outcomes. Quizzes can be used to measure student achievement of outcomes pertaining to knowledge and comprehension skills. Care must be taken to ensure that students' grades do not become unbalanced by including an overabundance of results from quizzes.

Different purposes for quizzes:

- Graded quizzes check for learning on a few items that have been introduced and practised in class.
- Nongraded, pre- and post-quizzes check for student learning before and after an activity.
- Quizzes facilitate self-assessment and goal setting when students reflect on their quiz performance.

Tests and Examinations

Tests and examinations are generally summative assessment tools that provide information about what students know and can do after a period of study. Tests and examinations are generally used by teachers to cover several outcomes at one time, and therefore do not appear in the grade level samples assessment section of this resource. Questions on tests and examinations need to be aligned with the outcomes from the program of studies to ensure valid results.

Analysis of Test and Examination Results

Teachers can help students improve their performances on assessment of learning tasks by ensuring that students have an area in their learning logs dedicated to analysis of test and examination results. Students record the concepts they found challenging on a test or an examination. Periodically, teachers can ask students to review the concepts they have described as challenging and ask them to look for patterns. Such observations can form the basis of a student–teacher conference and help the student develop a study plan that aims to improve his or her learning. These observations could also help parents understand how best to help their child develop language learning skills. Teachers may use the information gathered from this part of the learning log to help plan future programming.

Performance Assessment

"A performance assessment is an activity that requires students to construct a response, create a product or demonstrate a skill they have acquired" (Alberta Assessment Consortium 2000, p. 5).

Performance assessments are concerned with how students apply the knowledge, skills, strategies and attitudes they have learned to new and authentic tasks. Performance tasks are short activities that provide an opportunity for students to demonstrate knowledge, skills and strategies. They are highly structured and require students to complete specific elements. They may be content-specific or interdisciplinary and relate to the real-life application of knowledge, skills and strategies.

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Performance assessments focus on simulated real-life situations. The approach is student-centred; therefore, the learner's context serves as one of the organizing elements in the development process.

To create a performance assessment, teachers should decide which outcomes are to be met and establish specific criteria (how students will demonstrate knowledge and understanding) to indicate whether or not students have met those outcomes. Rubrics or scoring guides that indicate the criteria for different levels of student performance are commonly used to evaluate a student's performance. Results from performance assessments should account for the largest percentage of a student's grade as they are a clear indicator of student understanding of the outcomes.

"When students are given or create tasks that are meaningful, non-contrived and consequential, they are more likely to take them seriously and be engaged by them" (Schlechty 1997).

Performance assessment is:

Contextualized

Students are provided with a meaningful context for real language use. Tasks are organized around one theme, which helps to ground the students in the context. The students know what task they are to complete and with whom they are to interact.

Authentic

Tasks are designed to present students with a real communicative purpose for a real audience.

Task-based

Students must follow a well-defined process to create and/or present a product in a way to elicit specific use of the second language.

Learner-centred

Tasks are realistic for students learning the second language in terms of age, cultural background and level of cognitive and linguistic maturity. Students are expected to create and/or present products based on their actual circumstances, backgrounds and interests.

Performance assessments help students understand their development of communicative competence. Such assessments make it easy for students to see how they progress in their abilities to use the language effectively. Performance assessment instruments need to be flexible enough to be appropriate for every student in a classroom, allowing each student to demonstrate personal meaning.

Performance assessment is Contextualized, Authentic, Task-based, Learner-centred: Adapted with permission from the Center for Advanced Research on Language Acquisition, University of Minnesota, *Developing Speaking and Writing Tasks for Second Language Assessment (The Minnesota Language Proficiency Assessments (MLPA): A MLPA Miniguide for Assessment Development)* (Minneapolis, MN: Center for Advanced Research on Language Acquisition, University of Minnesota, n.d.), p. 3.

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A description of the performance assessment task and the evaluation tool (e.g., rubric, checklist) should be provided to students at the beginning of a unit of instruction to guide and focus student learning.

Teachers can visit the Alberta Assessment Consortium Web site at http://www.aac.ab.ca for further guidance in developing and using performance assessments and for samples of performance assessment tasks and rubrics in Spanish.

Assessment and Evaluation Resources

Alberta Assessment Consortium (AAC)

The Alberta Assessment Consortium (AAC) develops assessment resources that are available to teachers.

Teachers can visit the AAC Web site at http://www.aac.ab.ca to find:

- current information about classroom assessment and evaluation
- professional resources available for download or purchase
- professional development opportunities
- sample performance tasks and rubrics.

School Jurisdiction Curriculum and Assessment Consultants

Several school jurisdictions in Alberta have assessment specialists who can assist classroom teachers with the assessment and evaluation of student learning.

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Chapter 8
Grade Level Samples

Chapter Summary

Introduction
Integrate for Efficiency and Motivation
Two-page, Four-column Format
Grade Level Samples for Grades 4, 5 and 6
- Applications
- Language Competence
- Global Citizenship
- Strategies

Introduction

The grade level samples section provides sample teaching and learning activities with complementary assessment strategies for each specific outcome in the program of studies. The prescribed general and specific outcomes for each grade level, which teachers are responsible for achieving with their students, appear in the same order as in the program of studies and are shaded.

The sample teaching and learning activities and assessment strategies are **suggestions only**. They are provided for the primary purpose of clarifying the intent of each specific outcome. Each sample provides a concrete example of how a specific outcome might be accomplished and assessed in the classroom. Teachers can use the samples to gain clarity as to the intent of each specific outcome and as a springboard for their lesson planning.

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Integrate for Efficiency and Motivation

In the time allotted for each grade level of the program, it is impossible to complete an activity and assessment for each specific outcome as shown in the samples provided in this chapter. Teachers usually plan to cover several outcomes in each lesson. As teachers plan their units and lessons, they are encouraged to integrate outcomes from all four program components: Applications, Language Competence, Global Citizenship and Strategies. Such integration, coupled with a strong focus on Applications, motivates students to become active partners in learning and to take personal responsibility for their own learning.

Two-page, Four-column Format

General Outcome and Specific Outcome Cluster Heading

The general outcome is boxed at the top of each page; e.g.,

General Outcome for Applications
Students will use Spanish in a variety of **situations** and for a variety of **purposes**.

The specific outcome cluster heading follows the general outcome at the top of each page; e.g.,

A–1 to impart and receive information

Column One – Specific Outcomes

Students will be able to:

Under the cluster heading, specific outcomes in column one are prefaced, as in the program of studies, with:

Students will be able to:

A–1.1 share factual information

Running vertically along the left side of the first page is the strand heading for the specific outcome.

a. share basic information; e.g., their name

Running horizontally is the detail of each specific outcome, indicated by the letters a, b, c …

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Column Two – Sample Teaching and Learning Activities

These activities illustrate the intent of each specific outcome. Spanish words, phrases, sentences and examples provided in the body of the activities are followed by their English translations.

Column Three – Sample Assessment Strategies

➔ **For more information ...**

Chapter 7
and
Appendix E

Assessment strategy suggestions for the teaching and learning activities are provided in this column. All assessment strategies cited are described in detail in Chapter 7: Classroom Assessment.

Column Four – Materials

This is a listing of the various items needed to implement the suggested teaching and learning activities in the classroom. Everyday items that students are expected to have, such as pens, pencils and paper, are not listed here.

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Grade 4 Example of the Two-page, Four-column Format

General Outcome for Applications
Students will use Spanish in a variety of **situations** and for a variety of **purposes**.

A–2 to express emotions and personal perspectives

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to: a. express simple preferences *(continued)* A–2.1 share ideas, thoughts, opinions, preferences	➤ **I Like …** Create an infinitive verb list on the board. Model the use of these verbs in the infinitive using *me gusta* (I like). Ask a student, *Qué te gusta hacer?* (What do you like to do?) Have the student answer using an infinitive verb from the list on the board: *Me gusta bailar.* (I like to dance.) As students gradually develop skills, they can ask and answer; e.g., *Qué te gusta hacer?* (What do you like to do?) ➤ **My Preferred Things** Have the students stand next to one another in a row to practise *me gusta* (I like [singular]), *me gustan* (I like [plural]), *¿te gusta?* (Do you like? [singular]), *¿te gustan?* (Do you like? [plural]). Have the first student state an item he or she likes; e.g., *Me gusta el chocolate.* (I like chocolate.) The student then asks the next person if he or she likes that item; e.g., *¿Te gusta el chocolate?* (Do you like chocolate?) This second student replies according to his or her individual preferences and asks a question of the third student; e.g., *Sí, me gusta el chocolate.* (Yes, I like chocolate.) or *No, no me gusta el chocolate.* (No, I do not like chocolate.) *Me gustan las papas (patatas* – Spain*) fritas.* (I like French fries.) Continue until all students in the row have answered and asked a question.

Several activities and their corresponding assessment strategies and materials are listed for each specific outcome.

Outcomes may be continued over four or more pages.

Read from left to right across the two pages.

General Outcome for Applications
Students will use Spanish in a variety of **situations** and for a variety of **purposes**.

A–2 to express emotions and personal perspectives

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • express simple preferences?	
➤ **Peer-assessment Checklist** Create an outcome-based peer-assessment checklist with the students before they engage in the I Like … activity. Students use the checklist to determine if their peers are able to express simple preferences (see sample blackline master in Appendix E: Peer-assessment Checklist).	➤ None required.
➤ **Self-assessment Checklist** Create an outcome-based self-assessment checklist with the students before they engage in the My Preferred Things activity. Students use the checklist to assess how well they are able to express simple preferences (see sample blackline master in Appendix E: Self-assessment Checklist).	➤ None required.

Examples of many of the assessment/evaluation tools listed here are included in Appendix E.

Column 1 **Column 2** **Column 3** **Column 4**

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Grade Level Samples for Grade 4

Applications **152**

Language Competence **228**

Global Citizenship **286**

Strategies **326**

General Outcomes

General outcomes are broad statements identifying the knowledge, skills and attitudes that students are expected to achieve in the course of their language learning experience. The four general outcomes serve as the foundation for the program of studies.

Applications



Students will use Spanish in a variety of **situations** and for a variety of **purposes**.

A–1 to impart and receive information
A–2 to express emotions and personal perspectives
A–3 to get things done
A–4 to form, maintain and change interpersonal relationships
A–5 to extend their knowledge of the world
A–6 for imaginative purposes and personal enjoyment

Language Competence



Students will use Spanish **effectively** and **competently**.

LC–1 attend to form
LC–2 interpret and produce texts
LC–3 apply knowledge of the sociocultural context
LC–4 apply knowledge of how discourse is organized, structured and sequenced

Global Citizenship



Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–1 historical and contemporary elements of the cultures of the Spanish-speaking world
GC–2 affirming diversity
GC–3 personal and career opportunities

Strategies



Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–1 language learning
S–2 language use
S–3 general learning

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Applications

General Outcome for Applications
Students will use Spanish in a variety of **situations** and for a variety of **purposes**.

A–1 to impart and receive information

SPECIFIC OUTCOMES		SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:		
A–1.1 share factual information	a. share basic information; e.g., their name *(continued)*	➢ **My Favourite Things Collage** Have the students design personal collages using pictures of themselves, families, extended families, friends, favourite activities, foods, books, likes and dislikes. Each picture is labelled in Spanish. The collages are then presented orally. Provide students with model sentences to assist them in their presentations. Examples: – *Mi papá* (My dad) – *Mi mamá* (My mom) – *Mi hermano* (My brother) – *Mi hermana* (My sister) – *Mi gato* (My cat) – *Mi perro* (My dog) – *La pizza es mi comida favorita.* (Pizza is my favourite food.) – *Éste es mi libro favorito.* (This is my favourite book.) – *Es mi familia.* (This is my family.) – *Yo tengo una hermana y un hermano.* (I have a sister and a brother.) – *Mi papá es moreno.* (My father is a brunette.) – *Mi mamá es rubia.* (My mother is blonde.) – *Tengo un perrito y un gato blanco*. (I have a puppy and a white cat.)

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General Outcome for Applications
Students will use Spanish in a variety of **situations** and for a variety of **purposes**.

A–1 to impart and receive information

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:
- share basic information?

➢ **Rubric**
Create an outcome-based rubric and share it with the students before they begin their presentations on their personal collages. Use the rubric to evaluate how well students are able to share basic information (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

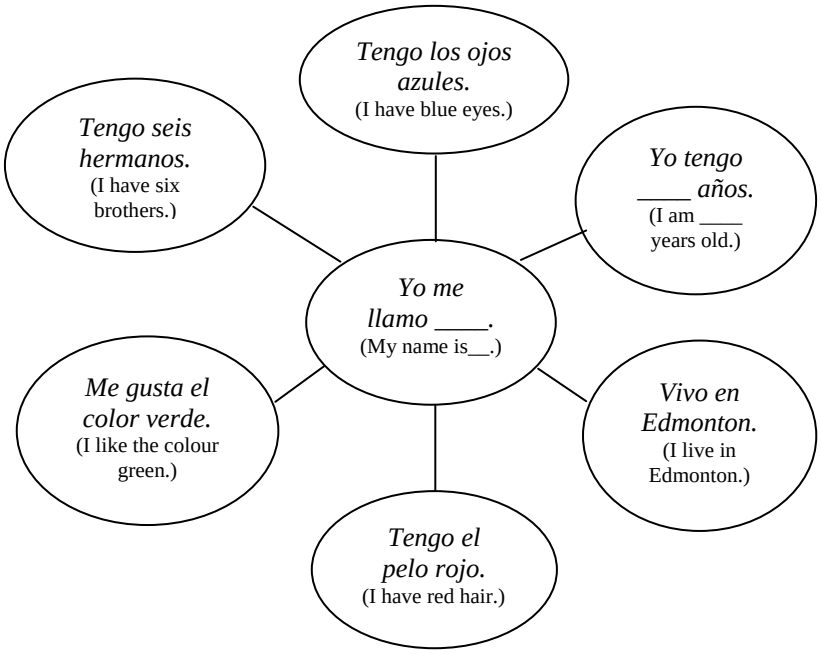
MATERIALS

➢ Magazines, students' personal photographs, newspapers, flyers, scissors, glue sticks, poster or chart paper.

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General Outcome for Applications
Students will use Spanish in a variety of **situations** and for a variety of **purposes**.

A–1 to impart and receive information

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to: **A–1.1** share factual information a. share basic information; e.g., their name *(continued)*	➤ **Who Are You?** Have the students create a web with four or more facts describing themselves. Have them share the web orally with a partner, then repeat the process with three other partners. Ask the students to initial each other's web after sharing them. When complete, each web will have four sets of partner initials. 

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General Outcome for Applications
Students will use Spanish in a variety of **situations** and for a variety of **purposes**.

A–1 to impart and receive information

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:
- share basic information?

➢ **Informal Observation**
Circulate and observe as students create a web of facts describing themselves. Note the extent to which students are able to share basic information. Offer feedback, encouragement and praise as needed.

MATERIALS

➢ None required.

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General Outcome for Applications
Students will use Spanish in a variety of **situations** and for a variety of **purposes**.

A–1 to impart and receive information

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
A–1.1 share factual information a. share basic information; e.g., their name *(continued)*	➢ **Locate Your Family** Prepare cards in distinctive family sets, each card listing a family member's first and last name and age. Each student is dealt a single card. Using questions and prompts written on the board or the cards, the students pretend that they are the family member indicated on their cards, sharing their names and ages with others when asked; e.g., – *¿Cómo te llamas? Me llamo* _____. (What is your name? My name is _____.) – *¿Cuántos años tienes? Yo tengo ocho años.* (How old are you? I am eight years old.) Have the students circulate, asking and answering the above questions to find their family group. When they find all of their family members, they sit down as a group. Once all family groups are seated, call on the students in turn to introduce their family members to the class; e.g., *Quiero presentarles a mi abuelo, a mi mamá, ya mi hermano* (I would like to introduce my grandpa, my mom, my brother…) and so on. **Caution** Teachers should be aware that some students may live in foster or group homes and/or may not have a traditional family structure. An alternative activity may be necessary.

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General Outcome for Applications
Students will use Spanish in a variety of **situations** and for a variety of **purposes**.

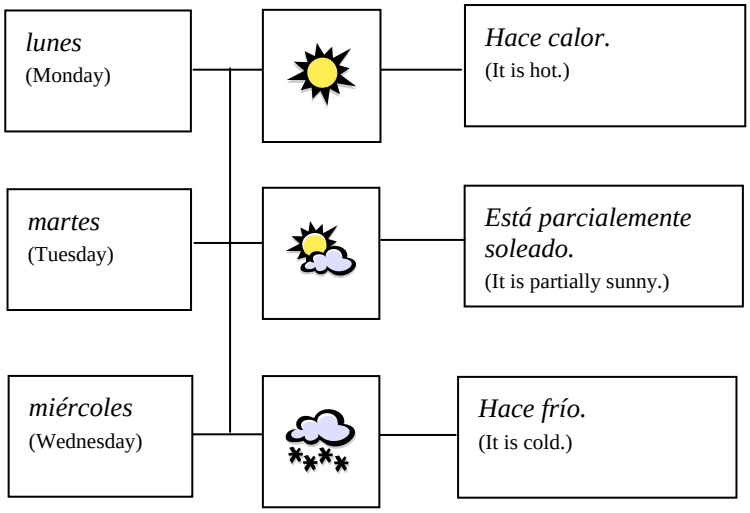
A–1 to impart and receive information

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • share basic information?	
➢ **Self-assessment Checklist and Goal Setting** Create an outcome-based self-assessment checklist and share it with students before they begin the activity. Once students have introduced their "families" to their classmates, students use the checklist to assess how well they were able to share basic information. Encourage students to set goals for future learning (see sample blackline master in Appendix E: Self-assessment Checklist and Goal Setting).	➢ Student- and/or teacher-prepared cards of family groups—each listing the first and last name and age of a family member. Prepare enough "families" so each student will receive one unique family member card.

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General Outcome for Applications
Students will use Spanish in a variety of **situations** and for a variety of **purposes**.

A–1 to impart and receive information

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to: **A–1.1** share factual information a. share basic information; e.g., their name *(continued)*	➢ **Weather Watch** Have the students track the weather for a week and use newspapers and magazines to locate and cut out pictures representing the weather for each day tracked. Have the students mount these pictures on poster paper and add a weather description for each day of the week in Spanish, e.g.: – *Hace frío.* (It is cold.) – *Nieva/Está nevando.* (It is snowy.) – *Hace mucho frío.* (It is very cold.) – *Hace calor.* (It is hot.) – *Está nublado.* (It is cloudy.) Example: 

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General Outcome for Applications
Students will use Spanish in a variety of **situations** and for a variety of **purposes**.

A–1 to impart and receive information

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:
- share basic information?

➢ **Rating Scale**
Create an outcome-based rating scale and share it with students before they track weather for the week. Use the rating scale to assess how well students are able to share basic information (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

MATERIALS

➢ Newspapers, magazines, poster paper, scissors, glue, markers.

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General Outcome for Applications
Students will use Spanish in a variety of **situations** and for a variety of **purposes**.

A–1 to impart and receive information

SPECIFIC OUTCOMES		SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:		
A–1.1 share factual information	a. share basic information; e.g., their name	➢ **Who Are You?** Have the students form two circles, one inside the other. With music playing, have the students in the outer circle walk in one direction and the students in the inner circle walk in the opposite direction. When the music stops, have each student interview the classmate opposite him or her using familiar patterns. For example: – *Hola. ¿Cómo te llamas?* (Hi. What is your name?) – *Me llamo* _____. (My name is _____ .) ➢ **Birthday Calendar** Group students according to their birth months. Within each group, have one student question group members and another student record the dates of birth on the appropriate day of the calendar. For example: – *¿Cuándo es tu cumpleaños?* (When is your birthday?) – *¿Cuántos años tienes? Yo tengo _____ años.* (How old are you? I am __ years old.)

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General Outcome for Applications
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A–1 to impart and receive information

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • share basic information?	
➢ **Anecdotal Notes** Observe students as they respond to one another using familiar questions during an inside–outside circle game. Record anecdotal notes of how well students are able to share basic information (see sample blackline master in Appendix E: Anecdotal Notes).	➢ Spanish music CD, audio equipment.
➢ **Informal Observation** Circulate and observe as students work in groups during a birthday calendar activity. Note how well students are able to share basic information. Offer feedback, encouragement and praise as needed.	➢ Calendar, with large spaces for each day, for recording student birthdays.

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A–1 to impart and receive information

SPECIFIC OUTCOMES		SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:		
A–1.1 share factual information	b. identify people, places and things *(continued)*	➢ **Six Item ID** Using vocabulary related to family, the body, school areas or seasonal clothing, prepare an overhead transparency of a scene related to one of these areas. Select six vocabulary words for appropriate objects in the scene and number them from one to six. Working with a partner, each student rolls a die and then names in Spanish the object shown on the transparency that has the same number as on the die. **Extension** Later in the year, when students have developed greater linguistic proficiency, this game can change to a *Recuerda y Nombra* (Remember and Name) game. Show the transparency for only a brief period of time and then have the students name the objects they saw. ➢ **Guess Who?** Teach the vocabulary for describing physical traits and post the vocabulary list on the wall. Have the students play the commercial game by Hasbro called Guess Who? Have the students try to guess the character based on the physical traits described by their partners; e.g., *El tiene pelo rojo ¡Adivina quién es!* (His hair is red, guess who?). As an alternative to the commercial game, prepared character cards can be used.

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General Outcome for Applications
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A–1 to impart and receive information

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • identify people, places and things?	
➢ **Observation Checklist** Circulate and record information on an outcome-based checklist while students play the Six Item ID game. Use the checklist to assess if students are able to identify people, places and things in Spanish (see sample blackline master in Appendix E: Observation Checklist).	➢ Prepared overhead(s), dice (one per pair of students).
➢ **Anecdotal Notes** Circulate throughout the classroom, listening to students as they take turns describing and identifying characters from the Guess Who? game. Record anecdotal notes of how well students are able to identify people, places and things (see sample blackline master in Appendix E: Anecdotal Notes).	➢ Guess Who? game by Hasbro. Alternatively, cards showing people with different physical traits could be used; e.g., hair, eye colour, gender.

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General Outcome for Applications
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A–1 to impart and receive information

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
A–1.1 share factual information b. identify people, places and things	➤ **What Is in the Box?** With the students, collect some classroom objects to place in a box. Say the name of each item as you place it in the box and have the students repeat after you. Remove a few of the items from the box without the students' knowledge. The students now guess which items remain in the box. For example: – *¿Tu tienes un bolígrafo?* (Do you have a pen?) or *¿Hay un bolígrafo?* (Is there a pen?) – *No, no tengo un bolígrafo.* (No, I don't have a pen.) or *Sí, hay un bolígrafo.* (Yes, there is a pen.) The last student to guess correctly can start the game over by choosing objects to remove from the box. ➤ **Career Card Capers** Place picture cards of people in different careers along the front board ledge. Practise career-related vocabulary with the class, referring to the cards. Then turn the cards around. Ask the students: *¿Dónde está el policía?* (Where is the police officer?) Have the students take turns trying to locate the card showing the requested career. When they turn their selected cards over, have the students say what they are. ➤ **What Is in the Backpack?** Bring in a backpack filled with school supplies a student might carry. Remove each item in turn, hold it up to the class and name it. Repeat this activity, having the students repeat the name of each item as you put it back in the pack; e.g., *Es un lápiz.* (This is a pencil.) Variation: have the students take turns placing the items in the pack, naming them as they do so. Once the bag is completely packed, have the students try to remember and name all of the objects in the *mochila* (backpack).

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General Outcome for Applications
Students will use Spanish in a variety of **situations** and for a variety of **purposes**.

A–1 to impart and receive information

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:
- identify people, places and things?

➢ **Peer-assessment Checklist**
With students, collaboratively create an outcome-based peer-assessment checklist before they play the What Is in the Box? game. Students use the checklist to determine if their peers are able to identify people, places and things (see sample blackline master in Appendix E: Peer-assessment Checklist).

➢ **Informal Observation**
Observe students as they participate in the Career Card Capers activity and note the extent to which they are able to identify people, places and things. Offer feedback, encouragement and praise as needed.

➢ **Rating Scale**
Create an outcome-based rating scale and share it with students before they engage in the What Is in the Backpack? activity. Use the rating scale to assess how well students are able to identify people, places and things (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

MATERIALS

➢ Box to hold assortment of classroom objects, several classroom objects to fit in the box.

➢ Picture cards for various careers.

➢ Backpack filled with school supplies.

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General Outcome for Applications
Students will use Spanish in a variety of **situations** and for a variety of **purposes**.

A–2 to express emotions and personal perspectives

SPECIFIC OUTCOMES		SAMPLE TEACHING AND LEARNING ACTIVITIES
	Students will be able to:	
A–2.1 share ideas, thoughts, opinions, preferences	a. express simple preferences *(continued)*	➢ **I Like …** Create an infinitive verb list on the board. Model the use of these verbs in the infinitive using *me gusta* (I like). Ask a student, *Qué te gusta hacer?* (What do you like to do?) Have the student answer using an infinitive verb from the list on the board: *Me gusta bailar.* (I like to dance.) As students gradually develop skills, they can ask and answer; e.g., *Qué te gusta hacer?* (What do you like to do?) ➢ **My Preferred Things** Have the students stand next to one another in a row to practise *me gusta* (I like [singular]), *me gustan* (I like [plural]), *¿te gusta?* (Do you like? [singular]), *¿te gustan?* (Do you like? [plural]). Have the first student state an item he or she likes; e.g., *Me gusta el chocolate.* (I like chocolate.) The student then asks the next person if he or she likes that item; e.g., *¿Te gusta el chocolate?* (Do you like chocolate?) This second student replies according to his or her individual preferences and asks a question of the third student; e.g., *Sí, me gusta el chocolate.* (Yes, I like chocolate.) or *No, no me gusta el chocolate.* (No, I do not like chocolate.) *Me gustan las papas (patatas* – Spain*) fritas.* (I like French fries.) Continue until all students in the row have answered and asked a question.

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General Outcome for Applications
Students will use Spanish in a variety of **situations** and for a variety of **purposes**.

A–2 to express emotions and personal perspectives

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • express simple preferences?	
➢ **Peer-assessment Checklist** Create an outcome-based peer-assessment checklist with the students before they engage in the I Like … activity. Students use the checklist to determine if their peers are able to express simple preferences (see sample blackline master in Appendix E: Peer-assessment Checklist).	➢ None required.
➢ **Self-assessment Checklist** Create an outcome-based self-assessment checklist with the students before they engage in the My Preferred Things activity. Students use the checklist to assess how well they are able to express simple preferences (see sample blackline master in Appendix E: Self-assessment Checklist).	➢ None required.

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General Outcome for Applications
Students will use Spanish in a variety of **situations** and for a variety of **purposes**.

A–2 to express emotions and personal perspectives

SPECIFIC OUTCOMES		SAMPLE TEACHING AND LEARNING ACTIVITIES
	Students will be able to:	
A–2.1 share ideas, thoughts, opinions, preferences	a. express simple preferences *(continued)*	➢ **Things I Like – Introduction** Model a pattern; e.g., *Me llamo Sally. Me gustan las manzanas.* (My name is Sally. I like apples.) Write this pattern on the board. Post food pictures with Spanish labels on the board or in a pocket wall chart. Model two more times; e.g., *Me llamo Bob. Me gustan los plátanos.* (My name is Bob. I like bananas.) Have the students take turns saying their names and a food item they like. ➢ **Get on the Bus** Model this game by using your own name in a sentence and indicating something that you like that begins with the same first letter as your name; e.g., *Me llamo Pedro. Me gusta el pan.* (My name is Peter. I like bread.) Then, get on the bus by moving to a designated bus seat in the classroom. The first student must try to figure out the code—that the item he or she mentions must begin with the same letter as his or her first name. If the student does not guess the code and answers inappropriately, he or she is not allowed on the bus. *No puedes subir.* (You are not allowed to get on the bus.) Students that do get on the bus can be asked to say whether the items mentioned are *correcto* (right) or *incorrecto* (wrong).

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General Outcome for Applications
Students will use Spanish in a variety of **situations** and for a variety of **purposes**.

A–2 to express emotions and personal perspectives

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:
- express simple preferences?

➢ **Anecdotal Notes**
Observe students as they engage in a sentence pattern activity focusing on things they like. Note the extent to which students are able to express simple preferences. Sticky notes can be placed on a seating plan for later compilation or placed directly on an outcome-based grid with space for each student (see sample blackline master in Appendix E: Anecdotal Notes).

➢ **Observation Checklist**
Create an outcome-based checklist and share it with students before they play the Get on the Bus game. Use the checklist to assess if students are able to express simple preferences (see sample blackline master in Appendix E: Observation Checklist).

MATERIALS

➢ Food pictures with Spanish labels, pocket wall chart.

➢ Area of room designated as *el autobús* (the bus).

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General Outcome for Applications
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A–2 to express emotions and personal perspectives

SPECIFIC OUTCOMES		SAMPLE TEACHING AND LEARNING ACTIVITIES
	Students will be able to:	
A–2.1 share ideas, thoughts, opinions, preferences	a. express simple preferences	➢ **I Like/I Don't Like** Introduce or review the following sentence starters: *Me gusta* … (I like …) and *No me gusta* … (I don't like …). Have the students form pairs and have each pair draw a circle with a line down the centre of it on a large sheet of paper. Have the students draw foods they like on one half of their circles and foods they dislike on the other. Encourage students to use previously learned language patterns and vocabulary to indicate their choices and refer to word or phrase charts they have at hand in the classroom. ➢ **My Favourite Things** Have the students form groups of four or five. Each group brings to class a favourite item related to the theme being studied; e.g., for foods—a fruit, a dessert, a snack food, a beverage. Have each group then prepare, practise and deliver a brief oral presentation describing the item they brought to class, ensuring each group member has a turn to speak.

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General Outcome for Applications
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A–2 to express emotions and personal perspectives

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • express simple preferences?	
➢ **Anecdotal Notes** Observe students as they indicate things they like and things they do not like. Note the extent to which students are able to express simple preferences and record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).	➢ Large sheets of paper and markers for each group.
➢ **Learning Log** After making oral presentations on their favourite items, have the students reflect on their learning and how well they are able to express simple preferences.	➢ Favourite items brought in by students.

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General Outcome for Applications
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A–2 to express emotions and personal perspectives

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to: **A–2.1** share ideas, thoughts, opinions, preferences b. express a personal response; e.g., respond to a song or story	➢ **Introduction – Model, Class Practice, Individual Practice** Have each student prepare two paper strips, the first with *Me gusta* (I like it) and a happy face and the second with *No me gusta* (I don't like it) and a sad face; e.g.,   As you hold each strip up to the class, model saying these phrases to students. Repeat the phrases, having the class echo your response to each item. Then hold up particular props, such as a food or animal or picture. Finally, have individual students respond orally to the items held up, indicating their personal likes or dislikes. ➢ **Do I Like Spanish Music?** Play three short Spanish songs for the class. After each song have students respond by saying *Me gusta* (I like) or *No me gusta* (I don't like). Ideally these songs are simple, culturally relevant songs students could learn to sing at an appropriate time during the year. ➢ **I Like/Don't Like To …** Compile and mount pictures from magazines from different Spanish-speaking countries depicting a variety of activities students may engage in; e.g., sports, personal hygiene, house and yard chores, entertainment, school activities, community activities, family activities. Display the pictures across the front of the classroom and, as you point to a particular picture, ask the students as a group if they like or don't like to do the activity shown. Next, ask individual students to respond as you hold up a picture.

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General Outcome for Applications
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A–2 to express emotions and personal perspectives

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • express a personal response?	
➢ **Anecdotal Notes** Observe students as they write their likes or dislikes on paper strips. Note the extent to which students are able to express a personal response and record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).	➢ Props, such as pictures.
➢ **Observation Checklist** Create an outcome-based checklist and share it with students prior to listening to the Spanish songs. Use the checklist to assess if students are able to express a personal response (see sample blackline master in Appendix E: Observation Checklist).	➢ Spanish music recording of simple, culturally important, teachable songs; audio equipment.
➢ **Informal Observation** Observe students as they express their feelings about an activity depicted in a magazine photograph. Make mental notes of the extent to which students are able to express a personal response. Offer feedback, encouragement and praise as needed.	➢ Magazines, scissors, poster paper for mounting, glue.

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A–2 to express emotions and personal perspectives

SPECIFIC OUTCOMES		SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:		
A–2.2 share emotions, feelings	a. respond to and express basic emotions and feelings *(continued)*	➢ **Introduction – How Do I Feel?** Introduce words of emotion or feeling with reference to picture cards. Model the use of these words in short sentences; e.g., *Estoy (feliz, triste, furioso/a, enojado/a, frustrado/a, entusiasmado/a).* (I am [happy, sad, angry, mad, frustrated, excited].) These new words and the associated sentences can be written on sentence strips and added to a word wall or pocket wall chart for student reference. After repeating the words expressing each emotion two or three times, pass picture cards to students who seem ready to respond. Say, *Estoy feliz.* (I am happy.) The student who has that card will come up and repeat the sentence. Continue the activity until most students have had a chance to respond. ➢ **How Do You Feel?** Have the students participate in a role-playing game to facilitate learning how to identify and express feelings in Spanish. Prepare a set of cards, each of which has a face indicating a particular feeling; e.g., *feliz* (happy), *triste* (sad), *enojado/enfadado* (angry), *sorprendido* (surprised), *cansado* (tired), *así así* (okay), *mal* (not well), *bien* (good/well). Review the terms with the class, referring to each face and the associated feeling. Shuffle the cards and place them face down on a table. Begin the game by selecting one of the cards and modelling the following dialogue: Teacher: *Buenos días, soy la Señora López.* (Good morning, I am Mrs. López.) Class: *Buenos días Señora López. ¿Cómo está?* (Good morning, Mrs. López. How are you?) Teacher: Mimes the feeling shown on the selected card. Class: *¿Está usted triste?* (Are you sad?) Teacher: *Sí, estoy triste.* (Yes, I am sad.) or *No, no estoy triste.* (No, I am not sad.) Have a student take the teacher's spot and continue the game.

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General Outcome for Applications
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A–2 to express emotions and personal perspectives

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • respond to and express basic emotions and feelings?	
➢ **Informal Observation** Observe students as they respond based on the picture cards. Make mental notes on the students' ability to respond to and express basic emotions and feelings. Offer feedback, encouragement and praise as needed.	➢ Pictures or faces showing a feeling/emotion labelled in Spanish, word/sentence strips, pocket wall chart.
➢ **Peer-assessment Checklist** Collaboratively create an outcome-based peer-assessment checklist and share it with students before they participate in the role-play. Students use the checklist to determine if their peers are able to respond to and express basic emotions and feelings (see sample blackline master in Appendix E: Peer-assessment Checklist).	➢ Class set of prepared cards, each with a face indicating a particular feeling: *feliz* (happy), *triste* (sad), *enojado/enfadado* (angry), *sorprendido* (surprised), *cansado* (tired), *así así* (okay), *mal* (not well), *bien* (good/well).

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General Outcome for Applications
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A–2 to express emotions and personal perspectives

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
A–2.2 share emotions, feelings a. respond to and express basic emotions and feelings *(continued)*	➢ **Video Clip Response** Prepare a variety of video clips from various sources that will elicit an emotional response in students. Show a clip and ask students how the clips made them feel; e.g., *¿Es un vídeo triste, o cómico?* (Is this a sad or funny video?) ➢ **Emotion Charades** Provide students with flash cards or pictures of peoples' faces that demonstrate various emotions and/or feelings and are clearly labelled with the appropriate emotion in Spanish. Organize students into teams. Have one student pick a card and act out the emotion in the form of a charade. The members of his or her team must guess the emotion being portrayed, naming it clearly in Spanish.

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General Outcome for Applications
Students will use Spanish in a variety of **situations** and for a variety of **purposes**.

A–2 to express emotions and personal perspectives

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • respond to and express basic emotions and feelings?	
➢ **Rating Scale** Create an outcome-based rating scale and share it with students before they respond to a video clip. Use the rating scale to assess how well students are able to respond to and express basic emotions and feelings (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).	➢ Prepared video clips to elicit emotional responses in students—varied and short.
➢ **Observation Checklist** Create an outcome-based checklist and share it with students before they play charades. Use the checklist to assess if students are able to respond to and express basic emotions and feelings (see sample blackline master in Appendix E: Observation Checklist).	➢ Flash cards or pictures, each with a face showing a particular emotion or feeling and labelled in Spanish.

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General Outcome for Applications
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A–2 to express emotions and personal perspectives

SPECIFIC OUTCOMES		SAMPLE TEACHING AND LEARNING ACTIVITIES
	Students will be able to:	
A–2.2 share emotions, feelings	a. respond to and express basic emotions and feelings	➢ **Puppet Show – Culmination Activity** Divide the students into groups of four and have them develop a short scenario involving *una familia de títeres/marionetas—mamá, papá, niño, niña* (a puppet family—a mom, dad, boy and girl). Within each group, have the students decide who will play each puppet family role. Brainstorm with students events that the puppet family could be involved in and list them on the board; e.g., *el cumpleaños de la abuela, disfrutar una actividad deportiva, un domingo con la familia* (grandmother's birthday party, enjoying a sporting event, a Sunday with the family). Each student group picks one scenario, develops, practises and then presents it to the class. The scenario is to involve conversation during which all family members express their feelings about the event or situation to one another using questions and answers about how they feel.

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General Outcome for Applications
Students will use Spanish in a variety of **situations** and for a variety of **purposes**.

A–2 to express emotions and personal perspectives

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- respond to and express basic emotions and feelings?

➢ **Rubric**
Create an outcome-based rubric with the students before they present their puppet shows. Use the rubric to evaluate how well students are able to respond to and express basic emotions and feelings (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

MATERIALS

➢ Puppet families.

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General Outcome for Applications
Students will use Spanish in a variety of **situations** and for a variety of **purposes**.

A–3 to get things done

SPECIFIC OUTCOMES		SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:		
A–3.1 guide actions of others	a. indicate basic needs and wants; e.g., using gestures *(continued)*	➤ **Classroom Expressions** Using pictures and sentences, teach basic classroom expressions students need to indicate their wants and needs. Record and post these expressions for student reference. Encourage students to refer to these expressions when making requests or giving instructions. For example: – *Con su permiso.* (Excuse me.) – *Tengo una pregunta.* (I have a question.) – *Tengo un problema.* (I have a problem.) – *¿Perdón?* (Pardon?) – *No tengo un libro.* (I don't have a book.) – *¿Qué página, por favor?* (What page, please?) ➤ **How Do I Ask? Posters** Have the students work in groups to create posters listing basic questions they require to function efficiently in the classroom; e.g., *¿Cómo se dice …?* (How do you say …?) *¿Puedo ir al baño?* (Can I go to the bathroom?). Display these posters for students' future reference.

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General Outcome for Applications
Students will use Spanish in a variety of **situations** and for a variety of **purposes**.

A–3 to get things done

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • indicate basic needs and wants?	
➢ **Observation Checklist** Create an outcome-based checklist and share it with students. Use the checklist to assess if students are able to indicate basic needs and wants (see sample blackline master in Appendix E: Observation Checklist).	➢ Sentence strips, pocket chart, pictures of basic expressions.
➢ **Rubric** Create an outcome-based rubric with the students before they make their posters. Use the rubric to evaluate how well students are able to indicate basic needs and wants (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).	➢ Poster paper, markers or crayons.

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General Outcome for Applications
Students will use Spanish in a variety of **situations** and for a variety of **purposes**.

A–3 to get things done

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
A–3.1 guide actions of others a. indicate basic needs and wants; e.g., using gestures	➤ **Role-play – Culmination Activity** Have the students pair up and develop a simple scenario that involves them each ordering food and beverages from a posted menu; e.g., at a fast food restaurant, pizza parlour, food fair, booth at a sports arena or fair. Each group member practises ordering from their partner who acts as the order taker. The order takers then switch roles with their partners and the practice resumes. Vocabulary needed for the menu, the order taker (e.g., *¿Puedo tomar su orden?* [May I take your order?]) and the ordering requests are posted and available for reference. Each pair presents to the class.

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General Outcome for Applications
Students will use Spanish in a variety of **situations** and for a variety of **purposes**.

A–3 to get things done

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- indicate basic needs and wants?

➢ **Anecdotal Notes**
Observe students as they participate in the role-play. Note the extent to which students are able to indicate basic needs and wants and record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

MATERIALS

➢ Relevant vocabulary and expressions posted for reference, menus.

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General Outcome for Applications
Students will use Spanish in a variety of **situations** and for a variety of **purposes**.

A–3 to get things done

SPECIFIC OUTCOMES		SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:		
A–3.1 guide actions of others	b. give and respond to simple oral instructions or commands	➢ **José says …** Model basic classroom verb phrases, such as "please sit down, stand up, turn around, stomp your feet, clap three times." Demonstrate each action as you model the phrase. Have the students act out each verb phrase as it is said. Afterwards, play the game *José manda* … or *José dice* …. Once students are familiar with the various instructions, have them pair up and take turns acting as José and giving instructions to their partners, who then act on those instructions. For example: – *José dice*: (José says:) – *Tóquense la cabeza.* (Touch your head. [formal, plural]) – *Tócate la cabeza.* (Touch your head. [informal, singular]) – *Tóquense el hombro.* (Touch your shoulder. [formal, plural]) – *Tócate el hombro.* (Touch your shoulder. [informal, singular]) ➢ **Classroom Instructions Encore** Review classroom instructions with the students, such as "please open the door, turn on the light, open the window, pass the paper, line up." Call out the instructions and have the students respond accordingly. After a few tries, have the students take turns giving the instructions.

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General Outcome for Applications
Students will use Spanish in a variety of **situations** and for a variety of **purposes**.

A–3 to get things done

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • give and respond to simple oral instructions or commands?	
➢ **Informal Observation** Observe students' responses to the requests presented in the game *José dice* … (José says …). Make mental notes of the students' ability to give and respond to simple oral instructions or commands. Offer feedback, encouragement and praise as needed.	➢ None required.
➢ **Anecdotal Notes** Observe students as they take turns giving and responding to classroom commands. Record anecdotal notes of the extent to which students are able to give and respond to simple oral instructions or commands (see sample blackline master in Appendix E: Anecdotal Notes).	➢ None required.

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General Outcome for Applications
Students will use Spanish in a variety of **situations** and for a variety of **purposes**.

A–3 to get things done

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
c. ask for permission	➢ **May I? (Introduction)** Model what expressions to use when seeking permission, such as: – *¿Puedo cerrar la puerta?* (May I shut the door?) – *¿Puedo cerrar la ventana?* (May I close the window?) – *¿Puedo ir al baño?* (May I go to the bathroom?) These common permission questions are recorded and posted for reference. Review the questions once again, referencing the posted expressions, and have the students repeat the questions in unison.
A–3.1 guide actions of others	➢ **Can I? (Review and Practice)** Create a set of cards showing pictures of common school activities—previously covered activities plus new ones; e.g., using the telephone, going to the office, sharpening a pencil. Model for the class how to ask permission to do that specific activity. Have the students take turns drawing an activity card from the deck and asking permission to do the activity. Any new permission questions are added to the posted reference list.
	➢ **Teacher May I (Culmination Activity)** Prepare one set of common classroom activity cards for each group of four students. Each group also requires one deck of regular playing cards. In each group, one member becomes the teacher. Other students seek permission from the "teacher," asking to perform the activity indicated on the activity card they draw from the pile. In response to a correct question, the teacher draws a playing card from the deck. If a red-suited card is drawn, the teacher responds *Sí* (Yes), while if a black-suited card is drawn, the teacher answers *No.* For example, the student draws a card with a picture of a pencil sharpener and asks: *Maestro, ¿puedo afilar el lápiz?* or *¿Maestro, permítame sacar punta al lápiz?* (Teacher, may I sharpen my pencil?). The teacher draws a four of hearts and the answer is therefore: *Sí, puedes sacar punta al lápiz.* (Yes, you may sharpen your pencil.) Once each student has asked a question, another student becomes the teacher. Continue until all students have played the role of the teacher.

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General Outcome for Applications
Students will use Spanish in a variety of **situations** and for a variety of **purposes**.

A–3 to get things done

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • ask for permission?	
➢ **Anecdotal Notes** Observe as students repeat the expressions for seeking permission. Note the extent to which students are able to ask for permission and record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).	➢ Paper sentence strips, markers, word wall, pocket chart.
➢ **Informal Observation** Observe students as they practise asking for permission. Make mental notes of the extent to which students are able to ask for permission. Offer feedback, encouragement and praise as needed.	➢ Set of prepared cards showing common classroom activities one would ask permission of the teacher to perform; e.g., go to the washroom, close the window.
➢ **Observation Checklist** Create an outcome-based checklist and share it with students before they participate in Teacher May I. Use the checklist to assess if students are able to ask for permission (see sample blackline master in Appendix E: Observation Checklist).	➢ One set of prepared cards per group of four, one deck of playing cards per group of four.

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General Outcome for Applications
Students will use Spanish in a variety of **situations** and for a variety of **purposes**.

A–3 to get things done

SPECIFIC OUTCOMES		SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:		
A–3.2 state personal actions	a. respond to offers, invitations and instructions	➢ **Come to My Birthday** Have the students make birthday invitations using a template and hand the invitations to two or three friends. Have the receivers answer, *Sí, gracias.* (Yes, thank you.) or *No, no puedo.* (No, I can't.) Encourage the students to be aware of their intonation and body language. ➢ **Following Instructions** Set up the classroom with various labels that represent different parts of the school. Give instructions to the students and have students respond to your instructions. For example: *Váyanse a la biblioteca, por favor*. (Please, go to the library.)

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General Outcome for Applications
Students will use Spanish in a variety of **situations** and for a variety of **purposes**.

A–3 to get things done

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:
- respond to offers, invitations and instructions?

➢ **Rubric**
Collaboratively create an outcome-based rubric with the students before they create their birthday invitations. Observe the students as they exchange the invitations and use the rubric to evaluate how well students are able to respond to offers, invitations and instructions (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

➢ **Observation Checklist**
Create an outcome-based checklist and share it with students before they listen to and follow your instructions. Use the checklist to assess if students are able to respond to offers, invitations and instructions (see sample blackline master in Appendix E: Observation Checklist).

MATERIALS

➢ Invitation template.

➢ Picture cards or labels representing different parts of the school.

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General Outcome for Applications
Students will use Spanish in a variety of **situations** and for a variety of **purposes**.

A–3 to get things done

SPECIFIC OUTCOMES		SAMPLE TEACHING AND LEARNING ACTIVITIES
	Students will be able to:	
A–3.2 state personal actions	b. ask or offer to do something; e.g., classroom tasks	➤ **A Helping Hand** Collaboratively list classroom tasks students can perform. Post labelled pictures of daily classroom tasks around the classroom. Encourage the students to refer to these posters and to offer assistance with these tasks throughout the school year. ➤ **Sign Up!** Have the students sign up for a particular task for a week; e.g., *ayudante de oficina* (office helper), *borrar la pizarra* (erase chalkboards). Model the sentence pattern and the vocabulary for the various classroom jobs. Prepare and post the sentence pattern and the new vocabulary for classroom tasks. Have the students practise, in pairs, the pattern and new vocabulary for classroom tasks. Encourage the students to use these sentence patterns throughout the school year. ➤ **Skits** Divide students into groups of four and have them create, record and practise a simple skit to use the action verbs introduced in the Sign Up! activity. Have each group present its skit to the class. The skits are to involve all group members and incorporate all verbs covered in the lesson.

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General Outcome for Applications
Students will use Spanish in a variety of **situations** and for a variety of **purposes**.

A–3 to get things done

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • ask or offer to do something?	
➢ **Anecdotal Notes** Observe students during classroom activities and note individual students' abilities to ask or offer to do something (see sample blackline master in Appendix E: Anecdotal Notes).	➢ Labelled pictures of classroom tasks.
➢ **Self-assessment Rating Scale** Create an outcome-based self-assessment rating scale and share it with students. Students use the rating scale to assess how well they are able to ask or offer to do something (see sample blackline master in Appendix E: Self-assessment Rating Scale).	➢ Poster paper, word wall, markers.
➢ **Rubric** Develop an outcome-based rubric and share it with the students before they create their skits. Use the rubric to evaluate how well students are able to ask or offer to do something (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).	➢ None required.

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General Outcome for Applications
Students will use Spanish in a variety of **situations** and for a variety of **purposes**.

A–3 to get things done

SPECIFIC OUTCOMES		SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:		
A–3.3 manage group actions	a. manage turn taking *(continued)*	➢ **Taking Turns** Teach and model turn-taking expressions; e.g., *¿Es tu turno?* (Is it your turn?) *¿A quién le toca?* (Whose turn is it?) *¿Quién es el próximo?* (Who is next?) *Tú eres el primero.* (You are first.) Demonstrate when to use these expressions. Have the students practise the new sentences in unison and then individually. Record the new expressions and post them for future reference. ➢ **Playing Games** Have the students play board games of their choice while using phrases and expressions in Spanish to manage turn taking; e.g., *Es tu turno.* (It's your turn.) ➢ **Dialogues** Provide a sample dialogue for students using language such as *primero* (first) and *segundo* (second) in which it is decided who will go first, second and so on. Divide students into pairs and have them write a similar simple dialogue and practise that dialogue with their partners—specify the vocabulary to be used and length. Have the students refer to posted vocabulary if required as they develop their dialogues.

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General Outcome for Applications
Students will use Spanish in a variety of **situations** and for a variety of **purposes**.

A–3 to get things done

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • manage turn taking?	
➢ **Informal Observation** Observe students as they practise turn-taking expressions and later as they use them during group work. Make mental notes of how well students are able to manage turn taking. Offer feedback, praise and encouragement as needed.	➢ Paper sentence strips, pocket chart, word wall.
➢ **Observation Checklist** Create an outcome-based checklist and share it with students prior to the students playing the games. Use the checklist to assess if students are able to manage turn taking (see sample blackline master in Appendix E: Observation Checklist).	➢ Board games to practise turn-taking expressions; e.g., Snakes and Ladders.
➢ **Learning Log** Have the students reflect on their learning and how well they are able to manage turn taking. Have the students record turn-taking expressions they have learned and those they are having difficulty with.	➢ None required.

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General Outcome for Applications
Students will use Spanish in a variety of **situations** and for a variety of **purposes**.

A–3 to get things done

SPECIFIC OUTCOMES		SAMPLE TEACHING AND LEARNING ACTIVITIES
	Students will be able to:	
A–3.3 manage group actions	a. manage turn taking	➢ **Board Games** Introduce or review vocabulary involved in turn taking. Divide the students into groups of four or five and have them play board games using Spanish to manage turn taking; e.g., *A quien le toca?* (Whose turn is it?) *Le toca a ti.* (It's your turn.)

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General Outcome for Applications
Students will use Spanish in a variety of **situations** and for a variety of **purposes**.

A–3 to get things done

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- manage turn taking?

➢ **Observation Checklist**
Create an outcome-based checklist and share it with students before they play board games. Use the checklist to assess if students are able to manage turn taking (see sample blackline master in Appendix E: Observation Checklist).

MATERIALS

➢ Board games.

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General Outcome for Applications
Students will use Spanish in a variety of **situations** and for a variety of **purposes**.

A–3 to get things done

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
A–3.3 manage group actions b. encourage other group members to act appropriately	➢ **How Should I Behave?** Practise the *yo* form in the school environment. Put signs up around the school indicating in Spanish what appropriate behaviour is expected in that area. For example: – *Silencio. Debes estar callado. Debes guarder silencio. (biblioteca)* (Silence. You have to be quiet. You have to keep silent. [library]) – *No corran. (pasillo)* (No running. [hallway]) – *Lávense las manos. (baño)* (Wash your hands. [bathroom]) Provide photographs of these signs and their locations and ask the students to encourage their classmates to obey the signs. ➢ **Group Work Expressions** Write a few expressions on the board, such as *buen trabajo* (good work); *silencio, por favour* (silence, please). Show pictures or photographs of students involved in group work. Have the students then match each expression with a picture—at first as a group and then when called on individually. Encourage the students to use these expressions during group work. ➢ **Words of Praise** Introduce the words and expressions needed to express praise. After practice, divide the class into two teams. Taking turns, each team member will say in Spanish what is shown on a flash card held up by the teacher; e.g., a number, a colour. The first student to say it correctly wins a point. A student from the same team as the student who answered correctly puts up his or her hand to offer a praise word. If that word of praise has not been previously offered and is said correctly, that team wins another point; e.g., *¡Fantástico!* (Fantastic!), *¡Qué bueno!* (Good!), *¡Estupendo!* (Great!), *¡Maravilloso!* (Marvellous!), *¡Buen trabajo!* (Good work!)

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General Outcome for Applications
Students will use Spanish in a variety of **situations** and for a variety of **purposes**.

A–3 to get things done

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- encourage other group members to act appropriately?

➢ **Informal Observation**
Observe students as they encourage their group members to obey the signs. Make mental notes of the extent to which students are able to encourage other group members to act appropriately. Offer feedback, encouragement and praise as needed.

➢ **Learning Log**
Have the students reflect on their learning and describe specific instances when they encouraged group members to act appropriately.

➢ **Observation Checklist**
Create an outcome-based checklist and share it with students before the game. Use the checklist to assess if students are able to encourage group members to act appropriately (see sample blackline master in Appendix E: Observation Checklist).

MATERIALS

➢ Signs using the *yo* form indicating appropriate behaviours, pictures of those signs in their locations.

➢ Pictures or photographs of students involved in group work that match with selected behaviour-related words and phrases being learned.

➢ Flash card set for any group of Spanish vocabulary that students have already learned.

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General Outcome for Applications
Students will use Spanish in a variety of **situations** and for a variety of **purposes**.

A–4 to form, maintain and change interpersonal relationships

SPECIFIC OUTCOMES		SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:		
A–4.1 manage personal relationships	a. exchange greetings and farewells *(continued)*	➢ **Meet, Greet and Retreat** List the typical greetings and farewells used in Spanish. Place these on the word wall or pocket chart so they are available for student reference. Have a prepared set of cards available with several pairs of typical Spanish names (each name has a match in the deck). Shuffle and deal each student one card. Have the students walk around the classroom and use Spanish to find the student who has the matching name card. With each student they meet, they must use a greeting and farewell; e.g., *Buenos días. Me llamo … ¿Y tú, ¿cómo te llamas? Hasta luego.* (Good morning. My name is … And you, what is your name? See you later.) Discuss different cultural habits used when greeting in Spanish, such as shaking hands, hugging and kissing. ➢ **Telephone Talk** Provide real or mock telephones to students. Review the vocabulary needed to exchange greetings and farewells during telephone conversations. Record and post the needed vocabulary and expressions. In pairs, students write and rehearse a telephone conversation and present it to the class. ➢ **Leave Me a Message** Using an answering machine or audio recorder, divide the students into small groups and have them record their names and a mock telephone message (*un recado).* Have the student groups take turns listening to and deciphering each other's messages.

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General Outcome for Applications
Students will use Spanish in a variety of **situations** and for a variety of **purposes**.

A–4 to form, maintain and change interpersonal relationships

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:
- exchange greetings and farewells?

➢ **Anecdotal Notes**
Observe the students as they greet and say farewells to each other. Note the extent to which students are able to exchange greetings and farewells and record anecdotal notes (see sample blackline master, Appendix E: Anecdotal Notes).

➢ **Self-assessment Checklist**
Create an outcome-based self-assessment checklist and share it with students before they engage in mock telephone conversations. Students use the checklist to assess if they are able to exchange greetings and farewells (see sample blackline master in Appendix E: Self-assessment Checklist).

➢ **Checklist and Comments**
Create an outcome-based checklist and share it with students before they record mock telephone messages. Use the checklist to assess how well students are able to exchange greetings and farewells (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

MATERIALS

➢ Paired sets of cards with typical Spanish names (two for each name and enough so each student receives a card).

➢ Real or play telephones—one for each student.

➢ Audio recording equipment or answering machines.

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General Outcome for Applications
Students will use Spanish in a variety of **situations** and for a variety of **purposes**.

A–4 to form, maintain and change interpersonal relationships

SPECIFIC OUTCOMES		SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:		
A–4.1 manage personal relationships	a. exchange greetings and farewells	➢ **Role-plays** Record and post commonly used expressions of greeting and farewell. Choose a student and role-play how to exchange common greetings and farewells (may require some practice beforehand). Once the greetings and farewells have been modelled, have the students pair up and practise until they feel comfortable using those expressions. Common greetings and farewells include: – *¡Saludos!* (Greetings.) *¡Bienvenidos!* (Welcome.) – *¡Buen día!* (Good day.) – *Hola. ¿Cómo estás?* (Hi, how are you?) – *¡Buenas!* (Good afternoon. [short form]) – *¡Buenas tardes!* (Good afternoon.) – *Hola. ¿Qué tal?* (Hi, how are you? [informal]) – *¡Buenos días!* (Good morning.) – *¿Cómo andas?* (How's it going?) – *Estoy feliz.* (I am happy.) – *Mal, tengo dolor de cabeza.* (Not well, I have a headache.)

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General Outcome for Applications
Students will use Spanish in a variety of **situations** and for a variety of **purposes**.

A–4 to form, maintain and change interpersonal relationships

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- exchange greetings and farewells?

➢ **Observation Checklist**
Create an outcome-based observation checklist and share it with students before they engage in role-plays. Use the checklist to assess if students are able to exchange greetings and farewells (see sample blackline master in Appendix E: Observation Checklist).

MATERIALS

➢ Expressions poster.

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General Outcome for Applications
Students will use Spanish in a variety of **situations** and for a variety of **purposes**.

A–4 to form, maintain and change interpersonal relationships

SPECIFIC OUTCOMES		SAMPLE TEACHING AND LEARNING ACTIVITIES
	Students will be able to:	
A–4.1 manage personal relationships	b. address a new acquaintance and introduce themselves	➢ **This Is My Partner** Demonstrate how to greet a new acquaintance and how to introduce yourself. If possible, arrange to meet with another Spanish class in the school. Have each student pair up with a member from the other class. When the students meet, have them greet each other and introduce themselves. Once everyone has done so, each student introduces his or her partner to the rest of the class. ➢ **Puppets Meet and Greet** Divide the students into pairs and have them develop a script for a simple dialogue using greetings, basic information and closing expressions. Two puppet characters can be provided or created and the script written for those characters. Provide students with model dialogues for meeting and getting to know each other that can be modified as they prepare their puppet dialogues.

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General Outcome for Applications
Students will use Spanish in a variety of **situations** and for a variety of **purposes**.

A–4 to form, maintain and change interpersonal relationships

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • address a new acquaintance and introduce themselves?	
➢ **Self-assessment Checklist** Prepare an outcome-based self-assessment checklist and share it with students before they meet the students from the other class. Students complete the checklist to determine how well they were able to address a new acquaintance and introduce themselves (see sample blackline master in Appendix E: Self-assessment Checklist).	➢ None required.
➢ **Rubric** Prepare an outcome-based rubric and share it with students before they perform their puppet dialogues. Use the rubric to evaluate how well students are able to address a new acquaintance and introduce themselves (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).	➢ Two puppets per pair (commercial, sock puppets, paper puppets).

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General Outcome for Applications
Students will use Spanish in a variety of **situations** and for a variety of **purposes**.

A–4 to form, maintain and change interpersonal relationships

SPECIFIC OUTCOMES		SAMPLE TEACHING AND LEARNING ACTIVITIES
	Students will be able to:	
A–4.1 manage personal relationships	c. exchange some basic personal information; e.g., name, age	➢ **Interviews** Provide a template(s) for students to share personal information and to ask about a new acquaintance. Have the students work with a partner, each writing out the required information in the template. Using the information gathered and previously learned sentence patterns, have them practise exchanging the information. When both partners have completed the interview and oral practice, they each complete a peer-assessment checklist. Then, they find new partners and repeat the activity. Several rounds of this activity may be used if more practice is needed. ➢ **All about Me Poster** Students create an All about Me poster that highlights basic personal information. Have the students share their posters with the class and answer questions from their classmates.

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General Outcome for Applications
Students will use Spanish in a variety of **situations** and for a variety of **purposes**.

A–4 to form, maintain and change interpersonal relationships

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- exchange some basic personal information?

➢ **Peer-assessment Checklist**
Provide each student with a peer-assessment checklist and discuss the criteria before they conduct interviews. Students complete the checklist to assess how well their peers were able to exchange some basic personal information (see sample blackline master in Appendix E: Peer-assessment Checklist).

➢ **Rubric**
Collaboratively create an outcome-based rubric with the students before they create their posters. Use the rubric to evaluate how well students are able to exchange some basic personal information (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

MATERIALS

➢ Personal information interview template.

➢ Poster materials.

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General Outcome for Applications
Students will use Spanish in a variety of **situations** and for a variety of **purposes**.

A–5 to extend their knowledge of the world

SPECIFIC OUTCOMES		SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:		
A–5.1 discover and explore	a. explore the immediate environment; e.g., use kinaesthetic, spatial and musical abilities *(continued)*	➢ **Listen and Move, Stop and Answer** Have the students move around the room as Spanish music plays. Stop the music periodically and call on individual students to respond to questions like: *¿Qué hay delante de ti?* (What is in front of you?) *¿Quién es el/la más próximo(a) a ti?* (Who is nearest you?) *¿Te gusta la música?* (Do you like the music?) *¿Cómo te hace sentir la música?* (How does the music make you feel?) Take the opportunity to discuss the music and its relevance to Spanish culture. ➢ **Blind Identification** Have the students work in pairs taking turns being the guide and being blindfolded. The guide slowly and carefully walks around the classroom with the blindfolded student, stopping at various locations such as in front of the board, in the doorway, in front of a window, in front of a desk. The blindfolded student feels the area and uses all his or her senses, besides sight, to determine where they are or what is in front of them. They express to their partners in Spanish where they are or what object they feel in front of them. Smaller classroom items can also be placed in their hands for identification; e.g., board eraser, globe. Each pair then switches roles and the activity is repeated. ➢ **People and Places** Guide the students around the school (inside and/or outside), teaching them applicable vocabulary and introducing them to people who have different jobs in the school. Have the students help to prepare and place Spanish labels at various locations and to indicate the job and/or position of school employees and/or staff. Assure the labels are neat, clear and well affixed. Have the students then review the new vocabulary as they move around the school.

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General Outcome for Applications
Students will use Spanish in a variety of **situations** and for a variety of **purposes**.

A–5 to extend their knowledge of the world

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- explore the immediate environment?

➢ **Learning Log**
Have students reflect on the music and on the various ways one can explore the immediate environment.

➢ **Anecdotal Notes**
Circulate throughout the classroom, observing the responses of the blindfolded students. Note the extent to which the students are able to explore the immediate environment and record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

➢ **Informal Observation**
Observe students as they meet and greet school employees, learn the names of the various locations and work to correctly label the people and places in their school. Make mental notes of how well students are able to explore the immediate environment.

MATERIALS

➢ *Música Andina*, music like *La Salsa*, audio equipment.

➢ Blindfolds (one per pair).

➢ Paper for labels, markers, tape and scissors.

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General Outcome for Applications
Students will use Spanish in a variety of **situations** and for a variety of **purposes**.

A–5 to extend their knowledge of the world

SPECIFIC OUTCOMES		SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:		
A–5.1 discover and explore	a. explore the immediate environment; e.g., use kinaesthetic, spatial and musical abilities	➢ **A Colourful Experience** Introduce and teach vocabulary related to the outdoor school environment [noted below]. Record and post these words. Next, review colour vocabulary. Provide each student with an observation chart as shown below. Have the students go outdoors to observe and record the colours of the outdoor objects listed on the chart. Bring along colour word cards for students who require support in writing colour vocabulary.

El Objeto (Object)	*El Color* (Colour)
la escuela (school)	
el árbol (tree)	
la puerta (door)	
las hojas (leaves)	
el cielo (sky)	
el hierba (grass)	
el columpio (swing)	

Once the charts are completed, have the students pair up and share their findings orally with their partners.

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General Outcome for Applications
Students will use Spanish in a variety of **situations** and for a variety of **purposes**.

A–5 to extend their knowledge of the world

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • explore the immediate environment?	
➢ **Observation Checklist** Circulate throughout the classroom and observe as students record their observations about the outdoors. Use the outcome-based checklist to assess how well students are able to explore the immediate environment (see sample blackline master in Appendix E: Observation Checklist).	➢ Observation chart (one per student), colour vocabulary cards.

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General Outcome for Applications
Students will use Spanish in a variety of **situations** and for a variety of **purposes**.

A–5 to extend their knowledge of the world

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
A–5.2 gather and organize information a. gather simple information from a variety of sources	➢ **20 Questions – Questioning and Answering in Spanish** Model and practise/review common question and answer sentence patterns using flash cards with previously learned vocabulary items illustrated. Call up one student and, out of sight of other class members, deal them one of the flash cards. The student views the card to see what item is shown and holds the card face down. Class members use the sentence patterns to question the student regarding the identity of the item on the card. The student holding the card responds indicating *Sí* or *No* in a complete sentence as modelled. Once the object is correctly identified, a new student is picked. For example: – *¿Tienes un lápiz?* (Do you have a pencil?) – *Sí, tengo un lapiz.* (Yes, I have a pencil.) – *¿Tienes un cuaderno?* (Do you have a notebook?) – *No, no tengo un cuaderno.* (No, I don't have a notebook.) ➢ **Researching House Vocabulary** Divide the students into pairs and have them obtain an image of a house—a picture from a magazine, a photograph of a house, or, if available, a digital picture of their own home—to label using word processing software. Have the pairs then label the parts of the house in Spanish. To access the vocabulary needed, have the students consult a variety of reference materials; e.g., dictionaries, Internet. Before the activity begins, brainstorm a list of possible sources and note them on the blackboard. Once the project is completed, have each pair develop a list of the house parts they labelled and have them note any parts they wished to label but were unable to find in the references at hand. Collect each group's work and compile a class list of vocabulary to display for future student reference. Fill in any words that students were unable to locate using the references at hand.

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General Outcome for Applications
Students will use Spanish in a variety of **situations** and for a variety of **purposes**.

A–5 to extend their knowledge of the world

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- gather simple information from a variety of sources?

➢ **Anecdotal Notes**
Listen to the students' questions as they probe to discover what is on the mystery cards. Make notes on the students' ability to gather simple information from a variety of sources (see sample blackline master in Appendix E: Anecdotal Notes).

➢ **Learning Log**
Have the students reflect on their learning and how well they were able to gather simple information from a variety of sources.

MATERIALS

➢ Flash cards with Spanish vocabulary.

➢ Pictures or photographs of a house, computer and printer if available, poster paper, dictionaries, the Internet.

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General Outcome for Applications
Students will use Spanish in a variety of **situations** and for a variety of **purposes**.

A–5 to extend their knowledge of the world

SPECIFIC OUTCOMES		SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:		
A–5.2 gather and organize information	b. organize items in different ways	➢ **Reflecting on Relationships – Web Building** Provide each student with a list of vocabulary that can be organized in a logical manner. Have the students then develop and share webs to reflect the relationships of various vocabulary items provided. For example: – food groups and foods within those groups – human body parts—major parts and smaller parts; e.g., arm—hand, fingers, forearm, upper arm, elbow, wrist. Webbing can be done on paper or, if available, on computers using appropriate software. ➢ **Shoe Shuffle** Have the students sit in a circle, take their shoes off and place them in the middle. Have the students share their ideas on how to organize the shoes; e.g., *por color* (by colour), *por pares* (in pairs), *con cordones, sin cordones* (laces/no laces), *grandes/pequeños* (big/small). Provide vocabulary as the need arises, recording and posting new words, phrases or expressions for future reference. Once the organization is complete, review and reinforce the categories and subcategories as a class. ➢ **How Do These Words Relate?** Have the students work in groups and give them small strips of paper with various theme-related vocabulary; e.g., body, clothing, foods, feelings, animals, weather. Have the students work collaboratively to organize the vocabulary into appropriate categories. Have each group create an interesting poster to reflect that organization by gluing the paper vocabulary strips on the poster in a creative manner, then share their posters with the class.

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General Outcome for Applications
Students will use Spanish in a variety of **situations** and for a variety of **purposes**.

A–5 to extend their knowledge of the world

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • organize items in different ways?	
➢ **Informal Observation** Observe students as they create webs. Note how well students are able to organize items in different ways.	➢ Webbing software, e.g., Kidspiration, computers.
➢ **Anecdotal Notes** Observe and listen as students discuss ways to organize shoes. Record anecdotal notes of how well students are able to organize items in different ways (see sample blackline master in Appendix E: Anecdotal Notes).	➢ Vocabulary posters.
➢ **Rubric** Collaboratively develop an outcome-based rubric with the students before they categorize the vocabulary terms. Use the rubric to evaluate how well students are able to organize items in different ways (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).	➢ Paper strips, theme-related vocabulary list(s), poster paper, glue, scissors, rulers, coloured paper.

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General Outcome for Applications
Students will use Spanish in a variety of **situations** and for a variety of **purposes**.

A–5 to extend their knowledge of the world

	SPECIFIC OUTCOMES *Students will be able to:*	SAMPLE TEACHING AND LEARNING ACTIVITIES
A–5.3 solve problems	a. experience problem-solving situations in the classroom	➢ **Let's Solve the Problem** Display a variety of hats and have students decide to whom they belong. *¿De quién es este sombrero?* (Who does this hat belong to?) Introduce, review, record and post expressions and questions such as *¿Es de Paul?* (Is that Paul's?) *¿Es demasiado grande?* (Is it too big?) Have the students ask questions to determine whose hat belongs to whom. ➢ **Find the Item That Doesn't Fit** Display items of a similar nature (e.g., clothing, food, animals) on a table or an overhead. Add one or two items that do not fit. Have the students decide which items do not fit and name those items.

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General Outcome for Applications
Students will use Spanish in a variety of **situations** and for a variety of **purposes**.

A–5 to extend their knowledge of the world

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- experience problem-solving situations in the classroom?

➢ **Informal Observation**
Listen to questions and responses given by students to problem-solving situations in the classroom. Make mental notes of how well students experience problem-solving situations in the classroom.

➢ **Anecdotal Notes**
Observe students as they find the items that do not fit. Note the extent to which students are able to experience problem-solving situations in the classroom and record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

MATERIALS

➢ *¿De quién es este sombrero? (Colección Amanecer* – Scholastic*)*, a variety of hats borrowed from students or school staff.

➢ Variety of items of one vocabulary category, one or two items from another category, overheads showing these items.

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General Outcome for Applications
Students will use Spanish in a variety of **situations** and for a variety of **purposes**.

A–5 to extend their knowledge of the world

SPECIFIC OUTCOMES		SAMPLE TEACHING AND LEARNING ACTIVITIES
	Students will be able to:	
A–5.4 explore opinions and values	a. listen attentively to the opinions expressed	➢ **How Well Do I Listen?** Have a list of previously learned thematic vocabulary available to students on a word wall/pocket chart or a handout. As a warm-up activity, ask the students what they like or dislike with reference to the list; e.g., *¿Qué te gusta comer?* (What do you like to eat?) *¿Qué no te gusta comer?* (What don't you like to eat?) After this warm up, explain that three individual students will express their preferences from the list. Have the students listen attentively as they may be called upon to repeat any like or dislike expressed by these three individuals. After the first three students have expressed their opinions, ask individual students about a like or dislike that one of the three expressed—What did George like? What did Monique dislike? Several rounds may be played. Thematic vocabulary can be changed after a few rounds.

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General Outcome for Applications
Students will use Spanish in a variety of **situations** and for a variety of **purposes**.

A–5 to extend their knowledge of the world

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- listen attentively to the opinions expressed?

➢ **Informal Observation**
Observe students as they listen to the preferences of the other students. Make mental notes of how well they are able to listen attentively to the opinions expressed.

MATERIALS

➢ Previously learned vocabulary on a word wall, in pocket chart or on a handout.

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General Outcome for Applications
Students will use Spanish in a variety of **situations** and for a variety of **purposes**.

A–5 to extend their knowledge of the world

SPECIFIC OUTCOMES		SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:		
A–5.4 explore opinions and values	b. respond sensitively to the ideas and creations of others	➢ **Showing Respect** Discuss with the class the importance of respecting the ideas and creations of other students. During the discussion, make it clear that laughing at or ridiculing other students' ideas or creations is not acceptable classroom behaviour. A poster in Spanish indicating appropriate classroom behaviour is displayed and referred to frequently. ➢ **Folk Art Fair** Model appropriate positive comments and respectful questions students might use in regards to another student's artwork. Record and post these comments for student reference. Have the students create a piece of folk art from a specific country they are studying, e.g., a colourful scene that depicts life in Ecuador, using material and lace. In groups of four, they share their artwork. Have the students in the group then respond to the artwork in a respectful and sensitive manner, making positive comments and asking respectful questions. Continue until all students in the group have shared their projects and each student has commented on each project.

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General Outcome for Applications
Students will use Spanish in a variety of **situations** and for a variety of **purposes**.

A–5 to extend their knowledge of the world

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • respond sensitively to the ideas and creations of others?	
➢ **Informal Observation** Observe students as they discuss respectful classroom behaviour. Make mental notes of how well they are able to respond sensitively to the ideas and creation of others.	➢ Poster indicating respectful classroom behaviours.
➢ **Peer-assessment Checklist** With the students, collaboratively create an outcome-based peer-assessment checklist before they engage in a folk art fair. Students use the checklist to assess if their peers are able to respond sensitively to the ideas and creations of others (see sample blackline master in Appendix E: Peer-assessment Checklist).	➢ Materials needed for artwork project.

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General Outcome for Applications
Students will use Spanish in a variety of **situations** and for a variety of **purposes**.

A–6 for imaginative purposes and personal enjoyment

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. use the language for fun	➢ **Sing, Skip or Chant** Have the students learn simple nursery rhymes, skipping songs, poems and such from Hispanic cultures. For example, skipping songs: *Manzanita de Perú* (Little apple from Peru) *¿Cuántos años tienes tú?* (How old are you?) *Tengo* 1 … 2 … 3 … 4 … (I am 1 … 2 … 3 … 4 …) or 10 … 20 … 30 … (or 10 … 20 … 30 …)
A–6.1 humour/fun	➢ **Tongue Tied?** Have the students learn simple tongue twisters in Spanish. The use of puppets to teach and practise the tongue twisters can increase interest and engagement. For example: *¿Cómo como?* (How do I eat?) *Cómo como como.* (I eat like I eat.) *Pablito clavó un clavito.* (Little Pablo nailed a little nail.) *Un clavito* (A little nail) *Clavó Pablito* (Nailed little Pablo) *Paco Peco, chico rico,* (Paco Peco, rich boy) *insultaba como un loco* (was insulting like crazy) *a su tío Federico* (his uncle Federico) *y éste dijo: –poco a poco* (and he said: –little by little) *Paco Peco, poco pico.* (Paco Peco, be quiet.) Allow students time to practise the tongue twisters in partners or in groups, then present the tongue twisters to the class.

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General Outcome for Applications
Students will use Spanish in a variety of **situations** and for a variety of **purposes**.

A–6 for imaginative purposes and personal enjoyment

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:
- use the language for fun?

➢ **Learning Log**
Have the students reflect on their learning and which song or rhyme they enjoyed most. Have them reflect on their ability to use Spanish for fun.

➢ **Rating Scale**
Create an outcome-based rating scale and share it with students before they participate in the tongue twister activity. Use the rating scale to assess how well students are able to use the language for fun (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

MATERIALS

➢ Hispanic skipping songs, poems, nursery rhymes and such, *De Colores and Other Latin-American Folk Songs for Children* by J. M. Cassagne (New York, NY: Passport Books, 1999), skipping ropes.

➢ Spanish tongue twisters, puppets (optional).

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General Outcome for Applications
Students will use Spanish in a variety of **situations** and for a variety of **purposes**.

A–6 for imaginative purposes and personal enjoyment

A–6.2
creative/aesthetic purposes

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. use the language creatively	➢ **Your Own Version** Have the students chant or sing Spanish songs, poems and nursery rhymes. Once they have mastered the tune and rhythm, in groups of two to four they create their own versions using words related to the theme being studied. Have each group practise it, record it, prepare a poster of it and present it to the class. For example (sung to the tune of "Frère Jacques"): ***Buenos días,*** *buenos días,* ***¿cómo estás?*** *¿cómo estás?* ***Muy bien, gracias,*** *Muy bien, gracias,* ***¿y usted?*** *¿y usted?* ***Buenas tardes,*** *buenas tardes,* ***¿cómo estás?*** *¿cómo estás?* ***Muy bien, gracias,*** *Muy bien, gracias,* ***¿y usted?*** *¿y usted?* ***Buenas noches,*** *buenas noches,* ***¿cómo estás?*** *¿cómo estás?* ***Muy bien, gracias,*** *Muy bien, gracias,* ***¿y usted?*** *¿y usted?* ➢ **Name Poems** Invite each student to compose a poem based on his or her own name or a Spanish name. Explain that each line should be a word or phrase describing a favourite activity or personal quality and should include a letter from the name. For example, using the name Pepe: *Perfecto* *Excelente* *Persona* *En México*

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General Outcome for Applications
Students will use Spanish in a variety of **situations** and for a variety of **purposes**.

A–6 for imaginative purposes and personal enjoyment

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • use the language creatively?	
➢ **Informal Observation** Observe students as they present and post songs, poems or nursery rhymes. Offer words of encouragement, assistance and/or praise as appropriate. Make mental notes of the extent to which students are able to use the language creatively.	➢ Overhead or handout of songs, poems and rhymes, poster materials, *De Colores and Other Latin-American Folk Songs for Children* by J. M. Cassagne (New York, NY: Passport Books, 1999).
➢ **Peer-assessment Checklist** With the students, collaboratively create an outcome-based peer-assessment checklist before they share their name poems. Students use the checklist to determine if their peers are able to use Spanish creatively (see sample blackline master in Appendix E: Peer-assessment Checklist).	➢ None required.

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General Outcome for Applications
Students will use Spanish in a variety of **situations** and for a variety of **purposes**.

A–6 for imaginative purposes and personal enjoyment

SPECIFIC OUTCOMES		SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:		
A–6.3 personal enjoyment	a. use the language for personal enjoyment *(continued)*	➢ **Share Your Spanish at Home** Encourage the students to share oral Spanish with their families. Have each student develop a plan of what they wish to share; e.g., Spanish vocabulary that they feel confident with and that their family would find interesting, names of body parts in Spanish so students can point to each part as they name it. Quickly conference with each student, offering suggestions to keep their oral demonstrations simple, tangible and positive. Encourage the students to develop simple pictures, a collage or other prop(s) to make their sharing more interesting. ➢ **Game Time!** Teach students to play common board games, such as bingo, Snakes and Ladders or memory games related to a theme being studied in Spanish. Have them form small groups and play the games using proper vocabulary for turn taking, rolling the dice and other game routines, as well as for the thematic vocabulary addressed. Assure the required vocabulary is posted and available for student reference to optimize the use of Spanish during game playing activities.

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General Outcome for Applications
Students will use Spanish in a variety of **situations** and for a variety of **purposes**.

A–6 for imaginative purposes and personal enjoyment

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • use the language for personal enjoyment?	
➢ **Learning Log** Have the students reflect on the results of sharing their learning with their families. Did they enjoy sharing with their families? What do they like the most about learning Spanish? Have the students reflect on their ability to use Spanish for personal enjoyment.	➢ Materials to develop any visuals students may wish to develop.
➢ **Anecdotal Notes** Observe students' interactions during game time. Record anecdotal notes of the extent to which students are able to use the language for personal enjoyment (see sample blackline master in Appendix E: Anecdotal Notes).	➢ Bingo cards, bingo chips, Snakes and Ladders board, dice, game pieces, flash card bingo sets.

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General Outcome for Applications
Students will use Spanish in a variety of **situations** and for a variety of **purposes**.

A–6 for imaginative purposes and personal enjoyment

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. use the language for personal enjoyment	➢ **Birthday Songs** Play birthday songs in Spanish. Teach the songs by saying the words to the rhythm, then have students practise with you. Provide the lyrics for any song taught and assure that students know the vocabulary associated with the song. Any new vocabulary is reviewed and posted. For example: *Cumpleaños* (Birthday) *Cumpleaños feliz* (Happy birthday) *Te deseamos a ti* (We wish you) *Cumpleaños Melissa* (Happy birthday Melissa) *Que los cumplas feliz.* (May you celebrate happily.) *Las Mañanitas* (Mexican Birthday Song – there are many different renditions): *Estas son las mañanitas* (These are the birthday songs) *Que cantaba el Rey David.* (that King David used to sing.) *Hoy por ser día de tu santo* (Today we sing them to) *Te las cantamos a ti.* (you on your saint day.) *Despierta, mi bien despierta* (Wake up early this morning) *Mira que ya amaneció.* (and you will see the sun.) *Ya los pajaritos cantan.* (The birds already sing.) *La luna ya se metió.* (The moon already left.) ➢ **Cultural Skits (advanced activity)** Brainstorm with students several culturally linked family activities; for example, a birthday party with a piñata, a fiesta on a traditional holiday, a Sunday afternoon family outing to the *zócalo*, listening and dancing to a Mariachi band, a picnic at the beach. Have the students, in groups of four, create a script, practise and perform in front of the class. Encourage the students to dress up, use their favourite Spanish expressions and have fun.

A–6.3 personal enjoyment

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General Outcome for Applications
Students will use Spanish in a variety of **situations** and for a variety of **purposes**.

A–6 for imaginative purposes and personal enjoyment

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • use the language for personal enjoyment?	
➢ **Anecdotal Notes** Observe students' participation in singing birthday songs in Spanish. Record anecdotal notes of the extent to which students are able to use the language for personal enjoyment (see sample blackline master in Appendix E: Anecdotal Notes).	➢ Audio player song recordings, lyrics to songs (copy for each student), vocabulary for songs posted.
➢ **Peer-assessment Checklist** Collaboratively develop an outcome-based peer-assessment checklist with the students and share it with them prior to the group presentations. Students use the checklist to assess if their peers are able to use the language for personal enjoyment (see sample blackline master in Appendix E: Peer-assessment Checklist).	➢ Props, costumes.

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Language Competence

General Outcome for Language Competence
Students will use Spanish **effectively** and **competently**.

LC–1 attend to form

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to: **LC–1.1** phonology a. pronounce some common words and phrases comprehensibly *(continued)*	➢ **Rhythm and Rhyme** Have the students memorize and say simple rhyming songs and chants that highlight different phonological aspects of the Spanish language. For example: ***AEIOU*** *Borriquito como tú.* (Little donkey like you.) or *A – El burro se va.* (The donkey goes away.) *E – El burro se fue.* (The donkey left.) *I – El burro está aquí.* (The donkey is here.) *O – El burro soy yo.* (The donkey is me.) *U – El burro eres tú.* (The donkey is you.) ➢ **And the Answers Are …** While correcting written work with the class, e.g., exchanging papers for peer correction, write the answers clearly on the board. After completing the corrections, students, as a class, read all of the answers out loud in unison. Call on individual students to say an item as you point at it, ideally having every student say at least one item on the list. ➢ **Vocabulary Voicing** Review eight to ten recently learned words with the class. Assure these words are posted for student reference. Have the students then sit in a circle and take turns reading this list of words. Encourage the students to volunteer to help out if someone has difficulty reading. ➢ **Story Time** Divide the students into small groups. Have each group read aloud a simple play or story and make an audio recording. The recordings are played to the rest of the class as pictures (from books or drawn/coloured) associated with the story are displayed.

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General Outcome for Language Competence
Students will use Spanish **effectively** and **competently**.

LC–1 attend to form

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • pronounce some common words and phrases comprehensibly?	
➢ **Informal Observation** Observe students as they practise the rhyming songs and chants. Make mental notes of how well students are able to pronounce some common words and phrases comprehensibly. Encourage, assist, correct and praise as appropriate.	➢ Spanish rhyming songs and chants.
➢ **Anecdotal Notes** As students read answers aloud in unison, make notes on the students' ability to pronounce some common words and phrases comprehensibly (see sample blackline master in Appendix E: Anecdotal Notes).	➢ None required.
➢ **Anecdotal Notes** Observe students as they take turns reading vocabulary aloud. Record anecdotal notes of how well students are able to pronounce some common words and phrases comprehensibly (see sample blackline master in Appendix E: Anecdotal Notes).	➢ List of ten or so recently learned vocabulary items posted for reference.
➢ **Rubric/Conferences** Create an outcome-based rubric and share it with students before they read aloud a simple story or play. Use the rubric to evaluate how well students are able to pronounce some common words and phrases comprehensibly. Conference with students and share your evaluation of individual student's abilities to pronounce some common words and phrases comprehensibly (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).	➢ Audio recording equipment, simple Spanish play or story (preferably with pictures), materials to produce visuals to go with story if needed.

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General Outcome for Language Competence
Students will use Spanish **effectively** and **competently**.

LC–1 attend to form

SPECIFIC OUTCOMES		SAMPLE TEACHING AND LEARNING ACTIVITIES
	Students will be able to:	
LC–1.1 phonology	a. pronounce some common words and phrases comprehensibly	➢ **Pronounce for Points** Divide the class into two groups. Provide each group with a set of word or expression cards. Alternating from group to group, have one student read a word or expression card. When the student pronounces the word or expression correctly, the group earns one point. ➢ **Let Me Introduce Myself** After students have learned and practised personal introductions, have them introduce themselves individually to a Spanish speaking classroom guest. Students' introductions are to be as clear and comprehensible as possible. Encourage the students to practise before the guest arrives. ➢ **Show and Tell Script (advanced activity)** Have the students prepare a simple script describing a common object that they will introduce to the class; e.g., an apple, a person in the class, a classroom object. Have them display the objects, actual or image, and introduce it to the class using their scripts. Encourage the students to pronounce their object's name clearly and use proper words, phrases and sentences in their descriptions.

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General Outcome for Language Competence
Students will use Spanish **effectively** and **competently**.

LC–1 attend to form

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- pronounce some common words and phrases comprehensibly?

➢ **Anecdotal Notes**
Observe students as they read a word or expression card. Note the extent to which students are able to pronounce some common words and phrases comprehensibly (see sample blackline master in Appendix E: Anecdotal Notes).

➢ **Anecdotal Notes**
Observe individual students as they introduce themselves. Record anecdotal notes of the extent to which students are able to pronounce some common words and phrases comprehensibly (see sample blackline master in Appendix E: Anecdotal Notes).

➢ **Checklist and Comments**
Create an outcome-based checklist and share it with students before they engage in the show and tell activity. Use the checklist to determine whether students are able to pronounce some common words and phrases comprehensibly (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

MATERIALS

➢ Two sets of prepared cards with words and/or expressions.

➢ Spanish-speaking guest.

➢ Various objects for introduction to class.

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General Outcome for Language Competence
Students will use Spanish **effectively** and **competently**.

LC–1 attend to form

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
LC–1.1 phonology b. use intonation to express meaning	➢ **Change the Intonation, Change the Meaning** Using simple phrases in Spanish, have the students modify their intonation to make the phrase into a question, imperative or simple statement; e.g.: *Ésta es una pelota.* (This is a ball.) *¿Es ésta una pelota?* (This is a ball?) *¡Ésta es una pelota!* (This is a ball!) ➢ **Say It with Feeling!** Prepare a set of cards with a different emotion written on each card. Have the students draw an emotion card and then say a standard expression in a manner that demonstrates the emotion indicated. For example: This is a ball (happy/angry/pleading/surprised). Have the standard expressions posted for reference during the activity. ➢ **Watch and Listen, Then Repeat (advanced activity)** Have the students watch a simple video clip, listening carefully for intonation. The class then discusses the intonations they observed. Have the students choose a favourite phrase from the video clip and practise it with various intonations. ➢ **With Emphasis! (advanced activity)** Have the students pair up and create a very simple dialogue using question phrases or sentences. Model question phrases or sentences for the students, demonstrating appropriate intonation. Post question phrases or sentences for reference if they are new to students. Have the students present their dialogues to the class, incorporating proper intonation to express meaning.

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General Outcome for Language Competence
Students will use Spanish **effectively** and **competently**.

LC–1 attend to form

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • use intonation to express meaning?	
➢ **Observation Checklist** Create an outcome-based checklist and share it with students before they use intonation to modify simple sentences. Use the checklist to assess if students are able to use intonation to express meaning (see sample blackline master in Appendix E: Observation Checklist).	➢ Handouts with five simple statements and no punctuation.
➢ **Anecdotal Notes** Observe students as they demonstrate emotions. Record anecdotal notes of the extent to which students are able to use intonation to express meaning (see sample blackline master in Appendix E: Anecdotal Notes).	➢ A set of cards with a different emotion expressed on each card, standard expressions posted.
➢ **Anecdotal Notes** Observe students as they practise the phrase from the video clip. Record anecdotal notes of the extent to which students are able to use intonation to express meaning (see sample blackline master in Appendix E: Anecdotal Notes).	➢ Simple Spanish video clip showing examples of intonation, viewing station.
➢ **Checklist and Comments** Create an outcome-based checklist and share it with students before they create dialogues. Use the checklist to assess if students are able to use intonation to express meaning (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).	➢ Model sentences.

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General Outcome for Language Competence
Students will use Spanish **effectively** and **competently**.

LC–1 attend to form

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to: **LC–1.2** orthography a. name the letters of the Spanish alphabet *(continued)*	➢ **The ABCs** Teach the students simple songs and poems that refer to the letters of the alphabet. For example: ***A E I O U,*** *El burro sabe más que tú.* (The donkey knows more than you.) ***H I S K L LI M A,*** *Si tú no me quieres,* (If you don't love me,) *Otro amigo me querrá.* (Another friend will.) ***H I S K L LI M O,*** *Si tú no me quieres,* (If you don't love me,) *Otro amigo tendré yo.* (I'll find another friend.) Have the students practise the songs/poems and then take turns naming the letters of the alphabet.

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General Outcome for Language Competence
Students will use Spanish **effectively** and **competently**.

LC–1 attend to form

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- name the letters of the Spanish alphabet?

➢ **Observation Checklist**
Create an outcome-based checklist and share it with students before they name the letters of the alphabet. Circulate throughout the class and use the checklist to assess if students are able to name the letters of the Spanish alphabet (see sample blackline master in Appendix E: Observation Checklist).

MATERIALS

➢ Simple Spanish songs/ poems that refer to letters of the alphabet, *De Colores and Other Latin-American Folk Songs for Children* by J. M. Cassagne (New York, NY: Passport Books, 1999).

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General Outcome for Language Competence
Students will use Spanish **effectively** and **competently**.

LC–1 attend to form

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
LC–1.2 orthography a. name the letters of the Spanish alphabet	➢ **Picture Dictionary** Have the students create a small picture dictionary that includes a word for each letter of the alphabet. As students learn new words, they copy each word into the appropriate section and draw or paste an accompanying picture to help them remember the meaning of the word. ➢ **Alphabet Bingo** Have the students play a game of bingo on cards that have letters in the game spaces instead of numbers; i.e., columns labelled 1 through 5 and spaces filled with letters. A student caller draws a letter and calls it out loud, and the students mark off their Bingo cards. ➢ **This Is Me Poem** Have the students create acrostic poems using their names; e.g., ***Inés*** I = *inteligente* (intelligent) N = *niña* (girl) E = *enérgica* (energetic) S = *simpatica* (nice) They then present their acrostic poems orally and post them.

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General Outcome for Language Competence
Students will use Spanish **effectively** and **competently**.

LC–1 attend to form

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- name the letters of the Spanish alphabet?

➢ **Informal Observation**
Circulate throughout the classroom while students are working on their picture dictionaries. Provide encouragement, assistance and praise as appropriate. Encourage students to record new words on an ongoing basis in the appropriate sections of their dictionaries. Make mental notes of the students' ability to name the letters of the Spanish alphabet.

➢ **Observation Checklist**
Create an outcome-based checklist and share it with students prior to playing Alphabet Bingo in Spanish. Use the checklist to assess if students are able to name the letters of the Spanish alphabet (see sample blackline master in Appendix E: Observation Checklist).

➢ **Self-assessment Checklist and Goal Setting**
Create an outcome-based self-assessment checklist and share it with students before they write their acrostic poems. Students use the checklist to determine if they are able to name the letters of the Spanish alphabet. Encourage students to set goals for future learning (see sample blackline master in Appendix E: Self-assessment Checklist and Goal Setting).

MATERIALS

➢ Paper, scissors, magazines, glue, binding material.

➢ Letter bingo cards (one per student), bingo markers, letters on slips of paper for the caller to draw.

➢ Poster paper for poems, coloured markers.

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General Outcome for Language Competence
Students will use Spanish **effectively** and **competently**.

LC–1 attend to form

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
LC–1.2 orthography b. relate letters to the sounds they commonly make	➢ **Alphabet Poster and Chanting** Have the students create an alphabet poster with a picture beside each letter. Teach students various chants to help them remember the letter sounds. For example: *Oso oso* ⟶ o – o – o *Avión avión* ⟶ a – a – a *Imán imán* ⟶ i – i – i ➢ **Mystery Box ABCs** Review the alphabet by reading a Spanish alphabet book and having the students rehearse and repeat the letter sounds and words associated with each letter. Create a mystery box filled with items or representations of items that begin with "b" (for example). Have the students identify the objects or repeat their names after the teacher. **Extension** Provide a mixture of objects that each begin with a different letter of the alphabet. Put them in order as a class and go through the alphabet using the items as props. ➢ **Letter Collage** Have the students create collages of five items that start with a particular letter of the Spanish alphabet. Each student is assigned a different letter. Once their collages are complete, they compile lists of the items they incorporated into their collages and attach the lists to the collages. Have the students post their collages in alphabetical order, view one another's work and then take their seats. Throw a small, soft foam ball to a student. That student moves to the "A" collage, says the letter clearly and then reads out the five words on the "A" list. That student then throws the ball to another student who does the "B" presentation and the process is repeated until all letters are covered and all students have had a turn.

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General Outcome for Language Competence
Students will use Spanish **effectively** and **competently**.

LC–1 attend to form

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • relate letters to the sounds they commonly make?	
➢ **Informal Observation** Observe students as they create their alphabet posters. Make mental notes of the extent to which students are able to relate letters to the sounds they commonly make.	➢ Alphabet poster, Spanish chants to teach and practise with students.
➢ **Observation Checklist** Create an outcome-based checklist and share it with students prior to beginning the Mystery Box ABCs activity. Use the checklist to assess if students are able to relate letters to the sounds they commonly make (see sample blackline master in Appendix E: Observation Checklist).	➢ A Spanish alphabet book, mystery box filled with "b" things, "c" things and so on, mystery box with a mixture of objects for extension.
➢ **Anecdotal Notes** Circulate throughout the classroom and observe students as they create their collages and during the ball throwing game. Record anecdotal notes of the students' ability to relate the alphabet letters to the sounds they commonly make (see sample blackline master in Appendix E: Anecdotal Notes).	➢ Collage-making materials, such as magazines, scissors, glue, small foam ball.

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General Outcome for Language Competence
Students will use Spanish **effectively** and **competently**.

LC–1 attend to form

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
c. write some words of personal significance	➢ **Who Am I?** Have the students write on index cards five words that describe themselves. While the students work, place numbers corresponding to the students' names on the back of each card. When the cards are completed, collect them and randomly distribute a card to each class member. Each student then reads aloud the number from the back of the card they were given and the five clues. The rest of the class attempts to guess who is being described.
LC–1.2 orthography	➢ **Personal Pennants** Pass out triangular sheets of paper to students so that they can each make and decorate a pennant. Have the students write their names in the centre and then fill the pennant with words related to their favourite things or words that describe them; e.g., colours, fruits, sports, activities, music, hair colour, eye colour. Post the pennants when completed.
	➢ **Personal Word Search (advanced activity)** Have the students each create word searches using their names and the names of things they like. Have them exchange their word searches with a partner, complete the word searches and return them to their partners for checking.
	➢ **Family or Favourites Album** Have the students gather photographs or draw pictures of family members (or favourite things) to create a personal album. Under each picture, have the students write a word, phrase or sentence that is related to that picture.

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General Outcome for Language Competence
Students will use Spanish **effectively** and **competently**.

LC–1 attend to form

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- write some words of personal significance?

➢ **Anecdotal Notes**
Circulate throughout the classroom while the students write their descriptive cards. Make notes on each student's ability to write some words of personal significance. These notes can be continued through a series of activities related to this outcome to show progress and to ensure anecdotal notes have been recorded for each student (see sample blackline master in Appendix E: Anecdotal Notes).

➢ **Rating Scale**
Create an outcome-based rating scale and share it with students before they create their personal pennants. Use the rating scale to assess how well students are able to write some words of personal significance (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3.)

➢ **Informal Observation**
Circulate while students complete their personal word searches. Make mental notes of the extent to which students are able to write some words of personal significance.

➢ **Learning Log**
Have the students reflect on their ability to write some words of personal significance. For example:
- I know I am getting better at writing Spanish words because I can …
- I notice I still have difficulty with …
- To improve, I need to …
- Words of personal significance that I am able to write are …

MATERIALS

➢ One index card per student.

➢ Large triangular sheets of paper (one per student), markers/coloured pencils.

➢ Word search template or grid paper.

➢ Family photographs, pictures or sketches, binding for albums, markers.

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General Outcome for Language Competence
Students will use Spanish **effectively** and **competently**.

LC–1 attend to form

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to: **LC–1.3** lexicon a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields, including: – family – self – school – calendar – animals – any other lexical fields that meet their needs and interests	➢ **My Holiday** Have the students bring to school a picture of themselves on a holiday or a picture of where they would like to go on a holiday. Have them describe to a partner what they are wearing in the picture or the place they would like to visit. ➢ **Meet My Family or Friends** Have each student create a family or friends photograph album or diorama. Have them write descriptions of their family or friends using simple phrases and then express those descriptions orally to their partners with reference to the album/diorama. **Caution** Teachers should be aware that some students may live in foster or group homes and/or may not have a traditional family structure. An alternative activity may be necessary. ➢ **Ready for Recess?** Before recess, have the students partner up. Model the following sentence patterns the students will use and post them if necessary. One partner tells the other partner in Spanish: *Busca tu abrigo. Pon tu abrigo.* (Find your coat. Put on your coat.) *Busca tus guantes. Pon tus guantes.* (Find your gloves. Put on your gloves.) *Busca tu sombrero. Pon tu sombrero.* (Find your hat. Put on your hat.) *Busca tus botas. Pon tus botas.* (Find your boots. Put on your boots.) Have the other partner repeat the instructions until both are ready for recess.

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General Outcome for Language Competence
Students will use Spanish **effectively** and **competently**.

LC–1 attend to form

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields?

➢ **Peer-assessment Checklist**
Create an outcome-based peer-assessment checklist before My Holiday activity. Students use the checklist to assess if their partners are able to use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields; e.g., holidays and vacations (see sample blackline master in Appendix E: Peer-assessment Checklist).

➢ **Rubric**
Develop an outcome-based rubric and share it with students before they begin their albums or dioramas. Use the rubric to evaluate how well students are able to use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields; e.g., family and friends (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

➢ **Anecdotal Notes**
Observe students as they use clothing-related words and phrases. Record anecdotal notes of the extent to which students are able to use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields; e.g., clothing (see sample blackline master in Appendix E: Anecdotal Notes).

MATERIALS

➢ Photographs of students on holidays.

➢ Album paper and binding materials, family or friends photographs, glue, markers, coloured pencils.

➢ Students' outdoor clothing ready to put on, posted sentence patterns if necessary.

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General Outcome for Language Competence
Students will use Spanish **effectively** and **competently**.

LC–1 attend to form

LC–1.4 grammatical elements

SPECIFIC OUTCOMES

Students will be able to:

a. use, in modelled situations,★ the following grammatical elements:
- descriptive adjectives: number and gender
- *ser* (present tense) 1st, 2nd and 3rd person plural
- subject pronouns: 1st, 2nd and 3rd person plural
- common adverbs (classroom use): *hoy, mañana, aquí, allá, allí, muy*
- commonly used regular verbs
- *me/te/le gusta/gustan*
- *hay*
- possessive adjectives: *mi, mis, tu, tus, su, sus*

SAMPLE TEACHING AND LEARNING ACTIVITIES

➢ **All about Me Booklets or Digital Slide Show Presentations**
Have the students create small booklets or digital slide show presentations in which they create or import pictures or photographs to share information about themselves. Have the students use posted word lists (brainstormed by the students or created by the teacher) and follow the pattern:
Me gusta _____. (I like _____. [singular])
Me gustan _____. (I like _____. [plural])

Divide students into small groups and have them share their projects. Have the students take turns asking their classmates questions using the following pattern:
¿Te gusta _____*?* (Do you like _____? [singular])
¿Te gustan _____*?* (Do you like _____? [plural])
Tu perro es muy lindo. (Your dog (subject) is very cute (adjective). [singular])
Tus gatos son muy grandes. (Your cats (subject) are very big (adjective). [plural])

★ Modelled Situations: This term is used to describe learning situations where a model of specific linguistic elements is consistently provided and immediately available. Students in such situations will have an emerging awareness of the linguistic elements and will be able to apply them in very limited situations. Limited fluency and confidence characterize student language.

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LC–1 attend to form

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- use, in modelled situations, the [given] grammatical elements?

➢ **Rubric**
Create an outcome-based rubric and share it with students before they create booklets and digital slide show presentations. Use the rubric to evaluate how well students are able to use, in modelled situations, grammatical elements; e.g., *me/te/le gusta/gustan* (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

MATERIALS

➢ Booklet materials—paper, binding materials, scissors, glue stick, photographs, pictures from home or from magazines, computer access with presentation software.

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General Outcome for Language Competence
Students will use Spanish **effectively** and **competently**.

LC–1 attend to form

SPECIFIC OUTCOMES		SAMPLE TEACHING AND LEARNING ACTIVITIES
	Students will be able to:	
LC–1.4 grammatical elements	b. use, in structured situations,★ the following grammatical elements: – affirmative and interrogative sentences (1st, 2nd and 3rd person singular) for: • *tener/llamarse (Yo tengo nueve años.)* • *ir (Voy a la escuela.)* • *poder (¿Puedo ir al baño?)* • *querer (¿Quieres leer?)* – nouns: number and gender – definite articles: *el, la, los, las* – indefinite articles: *un, una, unos, unas* – subject pronouns: 1st, 2nd and 3rd person singular – *estar* (present tense) 1st, 2nd and 3rd person singular – *ser* (present tense) 1st, 2nd and 3rd person singular	➢ **Questioner, Responder, Recorder (advanced activity)** Have the students form groups of three. One student becomes the Questioner, one the Responder and the third the Recorder. Contexts are provided involving learned vocabulary and focusing on different grammatical elements. For example: – What is in your _____? (school bag, locker, pencil case, closet, kitchen, garden, bedroom) – What is your favourite activity? Model how to do this activity with two students; e.g., Questioner: *¿Qué hay en tu mochila?* (What is in your school bag?) Responder: *Llevo un lápiz, la comida, las zapatillas de deporte, unas canicas, y un sombrero en la mochila.* (I have my pencil, my lunch, my running shoes, my marbles and my hat in my school bag.) Questioner asks several questions about the items: *¿Dices que tienes tu lápiz? Tu comida? Tus zapatillas de deporte? Tus canicas y tu sombrero en tu mochila?* (Did you say you have your pencil, your lunch, your running shoes, your marbles and your hat in your school bag?) Responder: *Sí* or *no.* (Yes or no.) If no, they correct the error. Recorder records all items as mentioned: *María dijo que ella llevaba su lápiz, su comida, sus zapatos de deporte, sus canicas y su sombrero en su mochila.* (Mary said she had her pencil, her lunch, her running shoes, her marbles and her hat in her school bag). Have references available so students can look up any vocabulary they might not have previously learned. Repeat the activity with students changing roles.

★ Structured Situations: This term is used to describe learning situations where a familiar context for the use of specific linguistic elements is provided and students are guided in the use of these linguistic elements. Students in such situations will have increased awareness and emerging control of the linguistic elements and will be able to apply them in familiar contexts with teacher guidance. Student language is characterized by increasing fluency and confidence.

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General Outcome for Language Competence
Students will use Spanish **effectively** and **competently**.

LC–1 attend to form

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- use, in structured situations, the [given] grammatical elements?

➢ **Anecdotal Notes**
Circulate throughout the classroom and observe as students participate in the question and answer activity. Record anecdotal notes of the extent to which they are able to use, in structured situations, the following grammatical elements; e.g., definite articles, indefinite articles, affirmative and interrogative sentences for *tener* (see sample blackline master in Appendix E: Anecdotal Notes).

MATERIALS

➢ Context examples on blackboard or handout.

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General Outcome for Language Competence
Students will use Spanish **effectively** and **competently**.

LC–2 interpret and produce texts

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
LC–2.1 aural interpretation a. understand simple spoken sentences in guided situations	➢ **Budding Spanish Gourmets** Demonstrate and explain in Spanish how to prepare a simple Spanish food item from a recipe. Divide students into groups and provide simple Spanish recipes for the student groups to choose from. Assure the vocabulary for all recipes is known or introduced and posted. Recipes for typical Spanish, Mexican or other foods served for a holiday, a fiesta, snacks or meals provide good cultural links. Ingredients can be brought from home and/or provided. Have the groups practise and then present to the class—explaining the recipe, preparing the item and sharing the product. Video record the presentations if possible. This activity can extend over several weeks with one group presenting each week; e.g., each Friday have a "treat of the week" presentation. ➢ **Who Is It?** Post several pictures of different people, numbering each picture. Describe each person without indicating the person being described. Have the students guess who you are describing by saying the number associated with that person. ➢ **Map the Music (advanced activity)** Listen as a class to a current pop music selection in Spanish (simple lyrics); e.g., Christina Aguilera's "Genio Atrapado" ("Genie in a Bottle"). Often lyrics of Spanish versions of pop songs are available on the Internet. Provide copies of the lyrics for student reference after the listening. Have the class join in singing the song along with the recording to review the lyrics again. Have the students work in partners or small groups to identify familiar words or phrases they heard in the song.

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General Outcome for Language Competence
Students will use Spanish **effectively** and **competently**.

LC–2 interpret and produce texts

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • understand simple spoken sentences in guided situations?	
➢ **Rubric** Create an outcome-based rubric and share it with students before they begin to prepare a simple Spanish food. Use the rubric to evaluate how well students are able to understand simple spoken sentences in guided situations (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).	➢ Simple recipes for traditional Spanish foods, ingredients to make those recipes, cooking equipment, dishes and cutlery for sharing, video recording equipment.
➢ **Informal Observation** Observe students as they guess who you are describing. Make mental notes of the extent to which students are able to understand simple spoken sentences in guided situations. Offer feedback, encouragement and praise as needed.	➢ Numbered pictures of different people posted around the classroom.
➢ **Self-assessment Checklist** Create an outcome-based self-assessment checklist and share it with students prior to listening to the Spanish music. Students use the checklist to determine if they are able to understand simple spoken sentences in guided situations (see sample blackline master in Appendix E: Self-assessment Checklist).	➢ Recordings of pop music in Spanish, audio equipment, lyrics in hard copy.

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General Outcome for Language Competence
Students will use Spanish **effectively** and **competently**.

LC–2 interpret and produce texts

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to: **LC–2.2** oral production a. produce simple oral words and phrases in guided situations *(continued)*	➢ **Flash Card Bingo** Use commercial or prepared flash cards with corresponding bingo cards. The flash cards show items or actions that are also pictured on the bingo cards; e.g., clothes, foods, animals, classroom objects, body parts, action verbs. Show one flash card at a time and ask for either a group or individual response. Once the class is familiar with the various items, play games of bingo. Appoint a bingo caller from the class and have him or her pull one flash card at a time, clearly naming the item shown so students can mark that item on their bingo cards. The caller places all called item cards in a pile. When bingo is called, have the potential winner call out the items marked as the caller checks each item against the pile. ➢ **Fast Food Role-play** Brainstorm, post and practise the vocabulary associated with fast food restaurants; e.g., foods served, how to order, to go or to stay, communicating the prices to customers, counting out change, asking about condiments. Have two students act out a scene of ordering a hamburger and a small bottle of juice. Props can be used to enhance the performance. Invite another two students to repeat the scene with different food items. Have the students then partner up to create their own scenes. ➢ **Origami Finger Game** Have the students create a cut-and-fold Origami Finger Game. On the four outside sections, students spell out four different colours. On the eight middle sections, students spell out eight numbers. On the inside sections, they write eight common questions related to the theme being studied and using the vocabulary they have learned. Working in pairs or groups of three, students play their Origami Finger Games with each other. Encourage students to use Spanish as much as possible.

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General Outcome for Language Competence
Students will use Spanish **effectively** and **competently**.

LC–2 interpret and produce texts

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- produce simple oral words and phrases in guided situations?

➢ **Observation Checklist**
Create an outcome-based checklist and share it with students before they play flash card bingo. Use the checklist to assess if students are able to produce simple oral words and phrases in guided situations (see sample blackline master in Appendix E: Observation Checklist).

➢ **Rating Scale**
Create an outcome-based rating scale and share it with students before they perform their role-plays. Use the rating scale to assess how well individual students are able to produce simple oral words and phrases in guided situations (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

➢ **Anecdotal Notes**
Circulate while students construct and play their Origami Finger Game. Record anecdotal notes of the extent to which students are able to produce simple oral words and phrases in guided situations (see sample blackline master in Appendix E: Anecdotal Notes).

MATERIALS

➢ Flash card bingo sets (either prepared or purchased), bingo markers.

➢ Fast-food vocabulary posted, props for presentations as available.

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General Outcome for Language Competence
Students will use Spanish **effectively** and **competently**.

LC–2 interpret and produce texts

SPECIFIC OUTCOMES

Students will be able to:

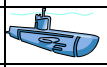
LC–2.2
oral production

a. produce simple oral words and phrases in guided situations

SAMPLE TEACHING AND LEARNING ACTIVITIES

➢ **Collage Presentations**
Have the students cut out pictures from magazines and prepare collages related to the theme being taught. Working in small groups, students then take turns describing one of the pictures in the collage. The other group members must try to guess which picture is being described.

➢ **The Submarine Game**
This game is similar to the game Battleship. Write the vocabulary students are learning across the top of the game sheet. Along the left side, adjectives are written.

	biblioteca (library)	*salón de clase* (classroom)	*oficina* (office)	*baño* (bathroom)	*corridor* (hallway)
blanco (white) →					
rojo (red) →					
amarillo (yellow) →					
rosado (pink) →					
morrón (brown) →					
morado (purple) →					
anaranjado (orange) →					

Decide in which square the submarine is to sit. Have the students then guess where the submarine is until the submarine is located and sunk. For example:
Student A: *¿Está el submarino en la clase?* (Is the submarine in the classroom?)
Teacher: *No, el submarino no está en la clase.* (No, the submarine is not in the classroom.)
Student B: *¿Es el submarino de color morrón?* (Is the submarine brown?)
Teacher: *Sí, el submarino es café.* (Yes, the submarine is brown.)

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General Outcome for Language Competence
Students will use Spanish **effectively** and **competently**.

LC–2 interpret and produce texts

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- produce simple oral words and phrases in guided situations?

➢ **Anecdotal Notes**
Observe students while they describe their collages. Record anecdotal notes of how well students are able to produce simple oral words and phrases in guided situations (see sample blackline master in Appendix E: Anecdotal Notes).

➢ **Informal Observation**
As the students play The Submarine Game, observe how well they are able to produce simple oral words and phrases with guidance. Use this information to advise teaching and learning strategies.

MATERIALS

➢ Magazines, scissors, glue, poster paper, markers.

➢ Game sheet on board or poster paper, submarine cutout.

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General Outcome for Language Competence
Students will use Spanish **effectively** and **competently**.

LC–2 interpret and produce texts

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to: **LC–2.3** interactive fluency a. engage in simple interactions, using short, isolated lexical phrases	➢ **Thirteen Questions** Prepare a list of thirteen common questions and display it on an overhead transparency. Have the students work with partners or in small groups, taking turns drawing from a deck of cards. Depending on the number of the card drawn (1 to 13; ace = 1), students ask their partners or group members the indicated question. A point is awarded for each correct response. ➢ **Simple Scenarios in Spanish** Divide the students into groups of two. Allow fifteen to twenty minutes for them to discuss a situation in which they use various expressions, such as those used in the above activity. Each group acts out its scene for the class. Sample situations could include a short telephone call, running into a friend on the street, buying an item at the market, registering for a sports activity. ➢ **Introductions** Divide the students into groups. Have them pretend that one student in their group is new to the school. The new student introduces him or herself to the rest of the group and the others show him or her around the classroom.

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General Outcome for Language Competence
Students will use Spanish **effectively** and **competently**.

LC–2 interpret and produce texts

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • engage in simple interactions, using short, isolated lexical phrases?	
➢ **Learning Log** After playing the Thirteen Questions game, have students reflect on their ability to engage in simple interactions, using short, isolated lexical phrases.	➢ Thirteen questions on an overhead transparency, one deck of cards per group.
➢ **Rating Scale** Create an outcome-based rating scale and share it with the students before they present their role-plays. Use the rating scale to assess how well students are able to engage in simple interactions, using short, isolated lexical phrases (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).	➢ None required.
➢ **Informal Observation** Observe students as they introduce themselves and show each other around the classroom. Make mental notes of how well students are able to engage in simple interactions, using short, isolated lexical phrases.	➢ None required.

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General Outcome for Language Competence
Students will use Spanish **effectively** and **competently**.

LC–2 interpret and produce texts

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to: **LC–2.4** written interpretation a. understand simple written sentences in guided situations	➤ **Cartoon Captions** White out the speech in short cartoon strips. Write the phrases from each bubble in scrambled order at the bottom of the page. Challenge the students to write in or match the appropriate phrase to each empty speech bubble of the cartoon. ➤ **Do You Follow?** Prepare a list of a few simple written instructions. Have the students follow these directions for creating a picture or finding a place on a map. For example: 1. *Dibuja un gran círculo en el centro de la página.* (Draw a large circle in the centre of your page.) 2. *Dibuja dos triángulos en la parte de arriba de la esquina derecha.* (Draw two triangles in the upper right-hand corner.) ➤ **Treasure Hunt** Create a treasure hunt or scavenger hunt in the classroom or schoolyard. Write simple sentences and instructions at various checkpoints. Have the students follow the simple instructions to find each checkpoint and collect markers along the way.

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General Outcome for Language Competence
Students will use Spanish **effectively** and **competently**.

LC–2 interpret and produce texts

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • understand simple written sentences in guided situations?	
➢ **Informal Observation** Observe students as they match the phrases to each speech bubble. Make mental notes of how well each student is able to understand simple written sentences in guided situations. Provide time for review and practise, if necessary.	➢ Cartoon strip with speech bubbles whited out.
➢ **Learning Log** Have the students reflect on how well they were able to understand simple written sentences in guided situations to create a picture or find a place on a map. Encourage students to list or describe strategies they used when they did not understand a word or phrase.	➢ Directions or instructions students are capable of following, a map of their community.
➢ **Rating Scale** Create an outcome-based rating scale and share it with students prior to beginning the treasure hunt. Use the rating scale to assess how well students are able to understand simple written sentences in guided situations (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).	➢ Clues and instructions on cards, checkpoints, markers at each of the checkpoints.

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General Outcome for Language Competence
Students will use Spanish **effectively** and **competently**.

LC–2 interpret and produce texts

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to: a. produce simple written words and phrases in guided situations *(continued)* **LC–2.5** written production	➢ **Flip Books** Have the students create a flip book by creating a variety of pictures and words in a booklet that can be flipped to make new sentences. For example: *La* (The) — *manzana* (apple) — *es* (is) — *roja* (red) *mariposa* (butterfly) — [] *flor* (flower) — [] [] — *adjectivo* (adjective) ➢ **Writing Riddles** Have the students create simple riddles, for example: 1. *Es roja.* (It is red.) 2. *Es redonda.* (It is round.) 3. *Es dulce.* (It is sweet.) *¿Qué es?* (What is it?) Answer: *Es una manzana.* (It is an apple.) ← fold down flap to find the answer Have the students exchange their riddles and challenge each other to guess as many as possible.

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General Outcome for Language Competence
Students will use Spanish **effectively** and **competently**.

LC–2 interpret and produce texts

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- produce simple written words and phrases in guided situations?

➢ **Anecdotal Notes**
As students create and use their flip books, circulate throughout the classroom making anecdotal notes on the students' ability to produce simple written words and phrases in guided situations (see sample blackline master in Appendix E: Anecdotal Notes).

➢ **Observation Checklist**
Create an outcome-based checklist and share it with students before they begin writing riddles. Use the checklist to assess how well students are able to produce simple written words and phrases in guided situations (see sample blackline master in Appendix E: Observation Checklist).

MATERIALS

➢ Coil bindings, scissors.

➢ None required.

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General Outcome for Language Competence
Students will use Spanish **effectively** and **competently**.

LC–2 interpret and produce texts

SPECIFIC OUTCOMES		SAMPLE TEACHING AND LEARNING ACTIVITIES
	Students will be able to:	
LC–2.5 written production	a. produce simple written words and phrases in guided situations	➢ **Question and Guess** Have each student tape a piece of paper with a noun (e.g., a fruit) to the back of a classmate. Have the students prepare five or more questions designed to determine what noun has been posted on their backs; e.g., *¿Soy una banana?* (Am I a banana?) ➢ **Game Directions (advanced activity)** Give the students a blank game board; e.g., Snakes and Ladders. Have them write simple directions on the different squares; e.g., "move two spaces," and "go down one space." ➢ **About the Story (advanced activity)** Read a short story to the class and ask the students to sketch the main character(s) and setting and to write down the time of year/day when a main event takes place. Review the names of the characters, the setting and the timing of the events. Have the students label their sketches with these terms.

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General Outcome for Language Competence
Students will use Spanish **effectively** and **competently**.

LC–2 interpret and produce texts

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • produce simple written words and phrases in guided situations?	
➢ **Informal Observation** Observe students as they write their questions. Note the extent to which students are able to produce simple written words and phrases in guided situations.	➢ Tape.
➢ **Rubric** Create an outcome-based rubric and share it with students before they write directions for their games. Use the rubric to evaluate how well students are able to produce simple written words and phrases in guided situations (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).	➢ Blank game boards (e.g., Snakes and Ladders), markers, game pieces.
➢ **Peer-assessment Checklist** Collaboratively create an outcome-based peer-assessment checklist with the students before they create and label their sketches. Students use the checklist to determine their peers' ability to produce simple written words and phrases in guided situations (see sample blackline master in Appendix E: Peer-assessment Checklist).	➢ Short story to read in class, markers/coloured pencils.

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General Outcome for Language Competence
Students will use Spanish **effectively** and **competently**.

LC–2 interpret and produce texts

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
LC–2.6 visual interpretation *Students will be able to:* a. derive meaning from visuals and other forms of nonverbal communication in guided situations	➢ **Understanding Advertising** Provide students with a variety of clothing advertisements from Spanish catalogues or magazines. Facilitate a class discussion in which students consider the situations when the clothing would be worn. ➢ **Spanish Artists** Bring in samples of the work of Spanish or Latin-American artists, for example, from the Diego Rivera Web site. This can be done using overheads or a computer projector. Discuss the artists and their works as they are shown. Have students write descriptive words about the art shown. ➢ **Storyboard (advanced activity)** Once students have learned the prerequisite vocabulary and grammatical structures, show a short video with the sound turned off. After viewing the video, have the students pair up and complete a storyboard for the video with simple sentences explaining what they saw. ➢ **Collages** Have the students cut out pictures from magazines and prepare collages related to the lexical fields studied. Have the students work in small groups and take turns describing one of the pictures in the collage. The other group members must try to guess which picture is being described.

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General Outcome for Language Competence
Students will use Spanish **effectively** and **competently**.

LC–2 interpret and produce texts

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • derive meaning from visuals and other forms of nonverbal communication in guided situations?	
➢ **Self-assessment Checklist** Create an outcome-based self-assessment checklist and share it with students before they review and discuss the clothing advertisements. Students use the checklist to determine if they are able to derive meaning from visuals and other forms of nonverbal communication in guided situations (see sample blackline master in Appendix E: Self-assessment Checklist).	➢ Clothing advertisements from Spanish magazines.
➢ **Rating Scale** Create an outcome-based rating scale and share it with students before they look at the artwork of popular Spanish or Latin-American artists. Use the rating scale to assess how well students are able to derive meaning from visuals and other forms of nonverbal communication in guided situations (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).	➢ Samples of Spanish/ Latin-American artists' work; e.g., Diego Rivera, Frida Kahlo, Pablo Picasso.
➢ **Informal Observation** Observe students as they create a storyboard and make mental notes of their ability to derive meaning from visuals and other forms of nonverbal communication in guided situations.	➢ Short video, viewing station.
➢ **Peer-assessment Checklist** Create an outcome-based peer-assessment checklist with the students before they create the collages. Students use the checklist to assess how well their group members are able to derive meaning from visuals and other forms of nonverbal communication in guided situations (see sample blackline master in Appendix E: Peer-assessment Checklist).	➢ Magazines, newspapers, scissors, glue.

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General Outcome for Language Competence
Students will use Spanish **effectively** and **competently**.

LC–2 interpret and produce texts

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to: **LC–2.7** representation a. use visuals and other forms of nonverbal communication to express meaning in guided situations	➤ **Storyboards** Read a simple Spanish story aloud. Have the students draw pictures to illustrate the main events and organize them in a storyboard. ➤ **Digital Slide Show to Tell Your Story (advanced activity)** Have the students prepare and share a digital slide show presentation related to a particular theme or an area of personal interest. Encourage the students to limit the amount of text they include in their presentations.

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General Outcome for Language Competence
Students will use Spanish **effectively** and **competently**.

LC–2 interpret and produce texts

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- use visuals and other forms of nonverbal communication to express meaning in guided situations?

➢ **Informal Observation**
Observe students as they create storyboards based on the events of the story. Make mental notes of how well students are able to use visuals and other forms of nonverbal communication to express meaning in guided situations.

➢ **Rubric**
Prepare an outcome-based rubric and share it with the students before they create their digital slide shows. Use the rubric to evaluate how well students are able to use visuals and other forms of nonverbal communication to express meaning in guided situations (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

MATERIALS

➢ Simple Spanish story to read aloud.

➢ Computer and presentation software.

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General Outcome for Language Competence
Students will use Spanish **effectively** and **competently**.

LC–3 apply knowledge of the sociocultural context

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to: **LC–3.1** register a. experience formal and informal situations	➢ **Hello, Is That You?** Using toy or old telephones, have the students work in pairs and conduct simple informal and formal conversations. Sample informal conversation: A: *¿Aló?* or *Dígame* or *Bueno* (Hello) B: *Buenos días. Puedo hablar con Billy?* (Good morning. Can I speak with Billy?) A: *Soy Billy.* (This is Billy.) B: *Hola Billy. Soy Juan. ¿Cómo estás?* (Hi Billy. This is John. How are you?) A: *Bien. ¿Qué tal, Juan?* (Good. How are you, John?) B: *Bien, gracias. ¿Quieres ir al parque conmigo?* (Good, thanks. Do you want to go to the park with me?) A: *Claro. En diez minutos te veo.* (Sure. I'll see you in ten minutes.) B: *¡Hasta pronto!* (See you soon!) A: *¡Nos vemos!* (See you!) ➢ **Simple Spanish Scenarios** Provide each pair of students with a prepared scenario in Spanish based on formal and informal situations; e.g., an awards ceremony, a dinner at a fancy restaurant, an afternoon out with friends, talking to a cousin on the telephone. Have the students act out simple skits in Spanish using appropriate expression, tone and volume based on the scenario.

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General Outcome for Language Competence
Students will use Spanish **effectively** and **competently**.

LC–3 apply knowledge of the sociocultural context

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- experience formal and informal situations?

➢ **Observation Checklist**
Create an outcome-based checklist and share it with students before they engage in mock telephone conversations. Use the checklist to assess if students are able to experience formal and informal situations (see sample blackline master in Appendix E: Observation Checklist).

➢ **Rating Scale**
Create an outcome-based rating scale and share it with the students before they engage in the skits. Use the rating scale to assess how well students are able to experience formal and informal situations (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

MATERIALS

➢ Toy or old telephones.

➢ Simple Spanish skits based on formal and informal situations.

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General Outcome for Language Competence
Students will use Spanish **effectively** and **competently**.

LC–3 apply knowledge of the sociocultural context

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
LC–3.1 register b. respond to tone of voice	➢ **Match the Emotion with the Face** Prepare a worksheet with different statements on it. Beside each statement are four faces: one is happy, the other sad, the third angry and the fourth indifferent. Use different expressions to read the phrases. Judging from your tone of voice, have the students colour in the face that reflects your mood. For example: – *Quiero mi libro.* (enojado) (I want my book. [angry]) – *¿Dónde está mi perrito?* (triste) (Where is my puppy? [sad]) – *¡Gané la lotería!* (feliz) (I won the lottery! [happy]) – *Sí, me gusta el chocolate.* (normal) (Yes, I like chocolate. [normal]) ➢ **Match the Voice with the Picture** Make or find a recording containing sentences spoken by a variety of people; e.g., male senior, teenaged girl, middle-aged woman, small child. Give students a worksheet with pictures of the different people who speak on the recording. As they listen, have the students identify each speaker and discuss his or her tone of voice. ➢ **High, Low and Medium** Demonstrate speaking in a high voice while standing on tiptoes, in a low voice while squatting and in a normal voice while standing on flat feet. Have the students imitate you. After a few tries, speed up or slow down the change of tone of voice.

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General Outcome for Language Competence
Students will use Spanish **effectively** and **competently**.

LC–3 apply knowledge of the sociocultural context

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • respond to tone of voice?	
➢ **Self-assessment Checklist** Create a self-assessment checklist and share it with students before they match the tone of voice with the appropriate face. Students use the checklist to determine how well they are able to respond to tone of voice (see sample blackline master in Appendix E: Self-assessment Checklist).	➢ Prepared worksheet for each student.
➢ **Learning Log** Have the students reflect on how well they are able to respond to tone of voice by identifying different speakers from an audio recording. Have the students describe how they reacted to the different voices from the recording.	➢ Recording of several different people speaking, listening station, prepared worksheet for each student.
➢ **Informal Observation** As students demonstrate tone of voice by standing tall, standing normal or squatting, observe how well they are able to respond to tone of voice.	➢ None required.

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General Outcome for Language Competence
Students will use Spanish **effectively** and **competently**.

LC–3 apply knowledge of the sociocultural context

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to: **LC–3.2** idiomatic expressions a. imitate age-appropriate idiomatic expressions	➤ **Idiom Introduction** Introduce students to different idiomatic expressions. Practise them with students and write them on the board. Present simple scenarios orally in Spanish. After they hear each scenario, have the students respond orally in Spanish with the appropriate idiomatic expression. For example: – *andar pisando huevos* (to tread on thin ice) – *costar un ojo de la cara* (to cost an arm and a leg) – *cantar de plano/irse de la lengua* (to spill the beans) ➤ **Commercials for Kids** Show Spanish television commercials (prepared video clips) that are designed to appeal to children the same age as the students; e.g., for cereals, video games. Use these ads as a springboard for introducing new idiomatic expressions and reviewing those already learned. Have the students then create their own commercials using learned idiomatic expressions. ➤ **Magazine Idiom Search (advanced activity)** Collect a variety of magazines from various Spanish-speaking countries. Have the students look at the ads to see if they can identify idiomatic expressions. Have them then clip idiomatic expressions from the various Spanish magazines and illustrate the idioms.

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General Outcome for Language Competence
Students will use Spanish **effectively** and **competently**.

LC–3 apply knowledge of the sociocultural context

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- imitate age-appropriate idiomatic expressions?

➢ **Learning Log**
Have the students reflect on their ability to imitate age-appropriate idiomatic expressions. For example:
- I learned …
- I am able to say …
- I would like to learn …

➢ **Rubric**
Create an outcome-based rubric and share it with students before they watch Spanish television commercials. Use the rubric to evaluate how well students are able to imitate age-appropriate idiomatic expressions (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

➢ **Observation Checklist**
Create an outcome-based checklist and share it with students before they create their illustrations. Use the checklist to assess if students are able to imitate age-appropriate idiomatic expressions (see sample blackline master in Appendix E: Observation Checklist).

MATERIALS

➢ List of idiomatic expressions, simple scenarios in Spanish related to idioms, *101 Spanish Idioms.* (J. M. Cassagne, NTC/Contemporary Publishing Co., 1995).

➢ Video clips of Spanish television commercials appropriate to the students' age group, list of idioms used in clips.

➢ Spanish magazines appropriate for age of students; e.g., *Vamos, Chicos, Qué Tal.*

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General Outcome for Language Competence
Students will use Spanish **effectively** and **competently**.

LC–3 apply knowledge of the sociocultural context

SPECIFIC OUTCOMES		SAMPLE TEACHING AND LEARNING ACTIVITIES
	Students will be able to:	
LC–3.3 variations in language	a. experience a variety of voices	➢ **Listening for Area Accents (advanced activity)** Have the students listen to audio recordings and watch videos of Spanish speakers who come from different areas or countries of the world. Afterward, discuss as a class the differences and similarities between the different accents. As a class, complete a Venn diagram to show the differences and similarities between the different speakers. ➢ **Spanish Guest Speakers** Invite guest speakers from different areas of the world, with different accents, to speak to students in Spanish. Ask the guests to speak about their homeland or read a passage from a book. Possible contacts for guests include cultural associations in the community. Afterwards, discuss as a class the differences between the voices of the various guest speakers.

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General Outcome for Language Competence
Students will use Spanish **effectively** and **competently**.

LC–3 apply knowledge of the sociocultural context

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • experience a variety of voices?	
➢ **Informal Observation** Observe students as they listen to audio recordings of speakers from different Spanish-speaking countries. Make mental notes of the students' willingness and ability to experience a variety of voices. Use your observations to determine if further exposure to variations in speech is required.	➢ Recordings demonstrating differing Spanish accents, listening station.
➢ **Learning Log** Have the students reflect on the similarities and differences between the voices of the Spanish-speaking guest speakers. Encourage students to focus on accent, dialect and regional expressions and phrases used. For example: – I noticed that … – I learned that …	➢ Guest speakers.

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General Outcome for Language Competence
Students will use Spanish **effectively** and **competently**.

LC–3 apply knowledge of the sociocultural context

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
LC–3.4 social conventions a. imitate simple routine social interactions	➢ **Social Situation Role-plays** Prepare picture cards of different social situations. Have the students act out the different scenarios with a partner or in a small group, using the appropriate social conventions. Scenarios could include: – meeting a new student – getting a book from the library. ➢ **Social Dialogues** Prepare short, open-ended dialogues that mark the beginning of different types of social encounters. Have the students act out and complete the dialogues or social interchanges in an appropriate manner. For example: – entering a classroom late – asking to leave the classroom – working in groups – meeting the principal in school. ➢ **Common Routine Skits** Divide the students into pairs and have them perform a coming or going skit at their coatroom or locker, and video record their skits. Other similar routines can be done around the school; e.g., library (signing out a book, returning a book). Have the students watch their videos and observe the interactions. **Extension** Have the students create scripts and perform the routine dialogue they have developed based on simple interactions at home, school, movie theatre, party or playground. Students could also use puppets to act out their routine interactions. ➢ **And What Comes Next?** Present a simple routine social interaction in Spanish. Stop at a certain point and have a student volunteer try to act out the next part of the interaction.

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General Outcome for Language Competence
Students will use Spanish **effectively** and **competently**.

LC–3 apply knowledge of the sociocultural context

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- imitate simple routine social interactions?

➢ **Conference**
Once students have acted out the different scenarios with a partner or a small group, meet with them to discuss whether they were able to imitate simple routine social interactions.

➢ **Informal Observation**
Observe students as they role-play the open-ended dialogues. Make a mental note of each student's ability to imitate simple routine social interactions. Provide encouragement, assistance and praise where appropriate.

➢ **Rubric**
Create an outcome-based rubric and share it with students before they perform their classroom entry and exit skits. Use the rubric to evaluate how well students are able to imitate simple routine social interactions (see sample blackline master in Appendix E: Rubric and Rubric and Checklist).

➢ **Anecdotal Notes**
Observe students as they attempt to act out the rest of the social interaction. Record anecdotal notes of how well students imitate simple routine social interactions (see sample blackline master in Appendix E: Anecdotal Notes).

MATERIALS

➢ Picture cards of a variety of common social situations.

➢ A variety of short, open-ended dialogues marking the beginning of different social interactions.

➢ List of common school interactions, video recording equipment, viewing station, puppets.

➢ Simple, familiar interactions in Spanish.

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General Outcome for Language Competence
Students will use Spanish **effectively** and **competently**.

LC–3 apply knowledge of the sociocultural context

SPECIFIC OUTCOMES		SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:		
LC–3.4 social conventions	b. use basic social expressions appropriate to the classroom	➢ **Classroom Requests** At the beginning of the school year, have the students make posters indicating common classroom questions. These posters are displayed in the classroom. Encourage the students to use these expressions in the classroom as appropriate. For example: – *¿Puedo ir al baño?* (Can I go to the bathroom?) – *¿Puedo afilar el lápiz?/¿Puedo sacar punta a mi lápiz?* (Can I sharpen my pencil?) – *¿Puedo hablar a* _____*?* (Can I speak to _____?) – *¿Puedo ir a la oficina?* (Can I go to the office?) – *¿Puedo buscar un diccionario?* (Can I get a dictionary?) – *¿Puedo abrir la ventana?* (Can I open the window?) – *¿Puedo cerrar la puerta?* (Can I close the door?)

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General Outcome for Language Competence
Students will use Spanish **effectively** and **competently**.

LC–3 apply knowledge of the sociocultural context

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • use basic social expressions appropriate to the classroom?	
➢ **Checklist and Comments** Create an outcome-based checklist and share it with students. Use the checklist to assess if students are able to use basic social expressions appropriate to the classroom (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).	➢ List of common classroom expressions, poster materials.

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General Outcome for Language Competence
Students will use Spanish **effectively** and **competently**.

LC–3 apply knowledge of the sociocultural context

SPECIFIC OUTCOMES		SAMPLE TEACHING AND LEARNING ACTIVITIES
	Students will be able to:	
LC–3.5 nonverbal communication	a. understand the meaning of, and imitate, some common nonverbal behaviours	➢ **Expressing with Gestures** Have the students engage in a pretend dialogue with a partner in which one of them is mute. As the speaking partner asks questions or makes requests of the other person, he or she responds nonverbally using previously taught gestures typical of Spanish speakers. Discuss verbal expressions that match these gestures; e.g., – *¡Claro que sí!* (nod head) (For sure!) – *¡Por supuesto!* (shoulders up, hands palm up) (Of course!) – *¡Qué estúpido!* (hit head with palm of hand) (How silly!) – *¡Caro!* (rub thumb and fingers together) (Expensive!) ➢ **Note the Behaviours** Watch a video in Spanish. Have the students record notes on the nonverbal behaviours of the Spanish-speaking speakers observed. Afterwards, discuss the nonverbal behaviours and have the students imitate them as a class or in groups.

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General Outcome for Language Competence
Students will use Spanish **effectively** and **competently**.

LC–3 apply knowledge of the sociocultural context

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • understand the meaning of, and imitate, some common nonverbal behaviours?	
➢ **Checklist and Comments** Create an outcome-based checklist and share it with students before they converse with a partner. Use the checklist to assess how well students are able to understand the meaning of, and imitate, some common nonverbal behaviours, such as gestures (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).	➢ List of expressions and the nonverbal behaviours associated with them.
➢ **Learning Log** Have the students describe the nonverbal behaviours seen in the video clip in their learning logs. Have the students reflect on their ability to understand the meaning of, and imitate, some common nonverbal behaviours. What did they find awkward or difficult? Was there anything they had trouble understanding? What strategies did they use to interpret the nonverbal behaviours?	➢ Spanish video demonstrating several examples of nonverbal behaviours.

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General Outcome for Language Competence
Students will use Spanish **effectively** and **competently**.

LC–4 apply knowledge of how discourse is organized, structured and sequenced

SPECIFIC OUTCOMES		SAMPLE TEACHING AND LEARNING ACTIVITIES
	Students will be able to:	
LC–4.1 cohesion/coherence	a. imitate speech that uses simple link words	➢ **Building a Class Sentence** Arrange students in a circle or a long, snake-like line. Begin the activity by stating something appropriate to the theme being studied; e.g., *En mi mochila pongo* … (In my backpack, I put …). The first student repeats what you said and uses a simple link word (e.g., conjunction) to continue the sentence. As each student has a turn, he or she repeats what all previous students have said and adds his or her own idea. ➢ **Holiday Happenings (advanced activity)** Have the students list the various activities they will do during an upcoming holiday/school break. Write out appropriate link words and teach a sample phrase to demonstrate when students would use those link words/phrases; e.g., *Primero como el desayuno. Después hablo con mi mamá.* (First I eat breakfast. Next I talk with my mom.) Teach the various link words required in these phrases, such as: *y* (and), *tambień* (as well), *pues bien* (as well), *es decir* (it's to say), *en otras palabras* (in other words), *además* (besides). Have the students then write out what they will do on the designated holiday using the link phrases they have just learned. Have the students pair up and present their summaries to their partners.

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General Outcome for Language Competence
Students will use Spanish **effectively** and **competently**.

LC–4 apply knowledge of how discourse is organized, structured and sequenced

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • imitate speech that uses simple link words?	
➢ **Learning Log** Have the students reflect on their ability to imitate speech that uses simple link words. For example: – I am able to use link words such as … – I noticed that … – I can improve by …	➢ Link word list.
➢ **Rubric** Create an outcome-based rubric and share it with the students before they share their holiday plans. Use the rubric to evaluate how well students are able to imitate speech that uses simple link words (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).	➢ Verb list applicable to holiday activities, link word list.

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General Outcome for Language Competence
Students will use Spanish **effectively** and **competently**.

LC–4 apply knowledge of how discourse is organized, structured and sequenced

	SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
	Students will be able to:	
LC–4.2 text forms	a. experience a variety of oral and written text forms	➢ **Surrounded by Spanish** Have the students listen to a variety of oral media; e.g., news programs, interviews, movies, children's shows, radio programs, poetry, songs. Facilitate a class discussion on the various oral text forms. Consider comparing the oral text forms with those of the students' own cultures. ➢ **Listen and Sing** Listen to a variety of current popular Spanish songs. Have the class choose their favourite song, give students a print copy of the song and have them learn to sing the chorus. ➢ **Folk Tales** Read simple children's folk tales or stories in Spanish to the class, emphasizing their common patterns and themes. ➢ **Name That Text Form** Bring in a variety of written text forms from Spanish-speaking countries; e.g., train tickets, bus tickets, concert tickets, newspapers, magazines. Allow students to look at each of the text forms and make guesses as to what type of text form it is.

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General Outcome for Language Competence
Students will use Spanish **effectively** and **competently**.

LC–4 apply knowledge of how discourse is organized, structured and sequenced

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • experience a variety of oral and written text forms?	
➢ **Learning Log** After students listen to a variety of oral media, have them reflect on the experience. What forms did they like best? What other forms would they like to experience?	➢ Collection of Spanish oral media.
➢ **Anecdotal Notes** Observe students as they learn to sing the chorus of the song. Make notes of how individual students experience a variety of oral and written text forms (see sample blackline master in Appendix E: Anecdotal Notes).	➢ A variety of popular Spanish songs, audio equipment, print copy of lyrics for each student.
➢ **Informal Observation** Observe students as they listen to the folk tales. Make mental notes of the extent to which students are able to experience a variety of oral and written text forms.	➢ Simple folk tales or stories in Spanish to read aloud to class.
➢ **Learning Log** Have the students reflect on the various written text forms in their learning logs. Encourage them to draw on their past experiences. For example: – I noticed that … – This is similar to … – This is different from … – I wonder …	➢ A collection of simple written text forms from various Spanish-speaking countries.

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General Outcome for Language Competence
Students will use Spanish **effectively** and **competently**.

LC–4 apply knowledge of how discourse is organized, structured and sequenced

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
LC–4.3 patterns of social interaction a. respond using very simple social interaction patterns; e.g., question–answer, greeting–response	➤ **Hello, Is That You?** Have the students work in pairs, using old or toy telephones, and conduct simple conversations based on previously learned greeting–response patterns. Encourage the students to use as many different greetings and responses as they can think of. ➤ **Classroom Conversations** Brainstorm and model simple classroom/school dialogues and conversations; e.g., greetings. A: *Hola, amigo. ¿Cómo estás hoy?* (Hi, friend. How are you today?) B: *Bien, gracias. ¿Qué tal?* (Good, thanks. How are you?) A: *Bien. Me gusta tu abrigo rojo.* (Good. I like your red coat.) B: *Gracias, vamos a clase.* (Thanks. Let's go to class.) A: *¿Qué haces/estás haciendo?* (What are you doing?) B: *Estoy jugando a ¿Adivina Quién?* (I am playing Guess Who?) A: *¿Puedo jugar contigo?* (Can I play with you?) B: *Claro que sí, ven.* (Of course, come.) Have the students practise selected dialogues for presentation.

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General Outcome for Language Competence
Students will use Spanish **effectively** and **competently**.

LC–4 apply knowledge of how discourse is organized, structured and sequenced

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • respond using very simple social interaction patterns?	
➢ **Informal Observation** Observe students as they engage in the greeting–response telephone conversations. Make mental notes of each student's ability to respond using very simple social interaction patterns.	➢ Old or toy telephones.
➢ **Anecdotal Notes** Observe individual students as they practise simple dialogues with a partner. Record anecdotal notes of how well students are able to respond using very simple social interaction patterns (see sample blackline master in Appendix E: Anecdotal Notes).	➢ None required.

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Global Citizenship

General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–1 historical and contemporary elements of the cultures of the Spanish-speaking world

	SPECIFIC OUTCOMES *Students will be able to:*	SAMPLE TEACHING AND LEARNING ACTIVITIES
GC–1.1 accessing/analyzing cultural knowledge	a. participate in activities and experiences that reflect elements of the cultures of the Spanish-speaking world	➢ **Spanish Dancers** Play a piece of Spanish dance music. Have the students close their eyes while the music plays and visualize the movements that might go with the music selection. Discuss with students the occasion(s) on which people would dance to this piece of music. Demonstrate and teach the steps of the dance to students. Provide the space, time and repetition of the music needed to allow all students to practise the steps so they begin to develop some proficiency at the dance. Dance possibilities include tango, salsa, merengue, cha cha, hat dance, flamenco, salsa-flex. Instruments to use during the dance include castanets, maracas. ➢ **Spanish Guests, Holidays and Holy Days** Prepare a class or school-wide cultural activity related to the Spanish language and culture; e.g., invite a visiting student or teacher from Spain, invite a singer, have a theatre performance, have a traditional Spanish meal, organize cultural celebrations such as *Posada, Cinco de Mayo, Día de los Muertos.* An electronic slide show with images of *Dia de los Muertos* and *Todos los Santos* could be included as part of the activity (prepared by either the teacher or students).

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–1 historical and contemporary elements of the cultures of the Spanish-speaking world

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • participate in activities and experiences that reflect elements of the cultures of the Spanish-speaking world?	
➢ **Self-assessment Rating Scale** Provide each student with an outcome-based self-assessment rating scale. Students use the rating scale to assess how well they are able to participate in activities and experiences that reflect elements of the cultures of the Spanish-speaking world, such as listening to Spanish dance music (see sample blackline master in Appendix E: Self-assessment Rating Scale).	➢ Spanish dance music, audio equipment, area large enough to demonstrate steps and have students practise them.
➢ **Learning Log** Have the students reflect on what they experienced, learned and appreciated from the particular cultural activity they participated in. Have them reflect on how well they participated in activities and experiences that reflect elements of the cultures of the Spanish-speaking world. For example: – My favourite instrument was … – The costumes were …	➢ A guest speaker or planned cultural event, electronic slide show.

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General Outcome for Global Citizenship
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GC–1 historical and contemporary elements of the cultures of the Spanish-speaking world

	SPECIFIC OUTCOMES *Students will be able to:*	SAMPLE TEACHING AND LEARNING ACTIVITIES
GC–1.1 accessing/analyzing cultural knowledge	b. ask questions, using English, about cultural elements experienced in class *(continued)*	➢ **KWL Chart** Bring three Spanish food items for students to sample; e.g., traditional hot chocolate, tortillas, *huevos rancheros*. Have the recipes available, if possible, for the students to take home and try. Explain what the ingredients are, how the dish is prepared, when it is eaten and its cultural importance. Divide the class into three groups and provide each group with a large KWL chart (Appendix D: Graphic Organizers). Each group appoints a moderator, a recorder and a speaker. The moderator asks: "What do I know? What do I want to know?" Group members respond and the recorder summarizes group responses in English on the KWL chart. The group speaker then shares the group's KWL chart with the class. Further discussion/research is undertaken to try and answer the "What do I want to know?" questions from each group. Allow students time to research their questions and record their findings in the Learned section of their charts. Once all charts are complete, share them as a class.

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GC–1 historical and contemporary elements of the cultures of the Spanish-speaking world

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- ask questions, using English, about cultural elements experienced in class?

➢ **Learning Log**
Have the students reflect on the process of using a KWL chart. Encourage students to reflect on related cultural connections and their ability to ask questions, using English, about cultural elements experienced in class. For example:
 – I learned that asking questions …
 – I wonder …

MATERIALS

➢ Three Spanish food items to share with students, recipes for these items (one copy per student), three large blank KWL charts, markers for recording, Internet, reference materials.

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GC–1 historical and contemporary elements of the cultures of the Spanish-speaking world

	SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
	Students will be able to:	
GC–1.1 accessing/analyzing cultural knowledge	b. ask questions, using English, about cultural elements experienced in class	➢ **Clothing, Food and Customs** Have the students, in pairs, conduct research (using the Internet, library, interviews) on clothing, food and interesting customs of a particular Spanish-speaking country. Assign each pair a country and indicate the location of their country on a world map. Before researching, have the students write a list of questions they would like to answer during their inquiry. Have the students create posters clearly indicating the names of their countries and summarizing their findings. They then share their findings by doing oral presentations using their posters. Have the students ask the presenting group various simple questions about the cultural elements described in the presentations.

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GC–1 historical and contemporary elements of the cultures of the Spanish-speaking world

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- ask questions, using English, about cultural elements experienced in class?

➢ **Checklist and Comments**
Create an outcome-based checklist and share it with students before they write inquiry questions and discuss their presentations. Use the checklist to assess if students are able to ask questions, using English, about cultural elements experienced in class (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

MATERIALS

➢ World map, poster materials, reference materials and/or Internet access.

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GC–1 historical and contemporary elements of the cultures of the Spanish-speaking world

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to: **GC–1.2** knowledge of the cultures of the Spanish-speaking world a. participate in activities and experiences that reflect elements of the cultures of the Spanish-speaking world	➢ **Cultural Cooking** Show pictures of traditional Spanish dishes and discuss their cultural significance in the country of origin. Display the pictures with accompanying names. Have ingredients available (either supplied or brought from students' homes) for some of the food items that are simple to prepare in the classroom. Demonstrate and discuss techniques students may have difficulty with. Group students and have each group prepare one dish. Have the students share the prepared dishes using appropriate cultural conventions. ➢ **Spanish Community Event** Have the students participate in a Spanish cultural event in their own community. Afterwards, have them write a one- to two-paragraph summary of that event in English and share their reflections with the class. ➢ **Spanish Pen Pal (advanced activity)** Arrange for Spanish-speaking pen pals or e-mail pals for students. Encourage students to ask their pen pals about things such as holidays, foods, hobbies, music preferences and sports, and to provide that information to their pals about life in their own community. Introduce, provide and post sample questions or lead-in statements to facilitate student communication. Have the students keep copies of letters or e-mails sent and received in a folder or binder.

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GC–1 historical and contemporary elements of the cultures of the Spanish-speaking world

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • participate in activities and experiences that reflect elements of the cultures of the Spanish-speaking world?	
➢ **Anecdotal Notes** Circulate among the students and observe as they prepare a traditional Spanish dish. After the food sampling, record anecdotal notes of the student's level of participation in activities and experiences that reflect elements in cultures of the Spanish-speaking world (see sample blackline master in Appendix E: Anecdotal Notes).	➢ Pictures of food items labelled in Spanish, ingredients to prepare several simple items, tools to prepare items.
➢ **Observation Checklist** Create an outcome-based checklist and share it with students before they participate in a Spanish cultural event in their community. Use the checklist to assess if students are able to participate in activities and experiences that reflect elements of the cultures of the Spanish-speaking world (see sample blackline master in Appendix E: Observation Checklist).	➢ None required.
➢ **Learning Log** Have the students reflect on their level of participation in communicating with their Spanish-speaking pen pal and what they could do to improve future communications. Encourage students to set goals for future participation in activities and experiences that reflect elements of the cultures of the Spanish-speaking world.	➢ Pen pal/e-mail pal, guiding questions and phrases for students to use in their exchanges, file folders or binders.

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GC–1 historical and contemporary elements of the cultures of the Spanish-speaking world

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to: **GC–1.3** applying cultural knowledge a. recognize elements of the cultures of the Spanish-speaking world in the classroom *(continued)*	➢ **Colourful Customs** Display large posters of typical, culturally unique street scenes from various Spanish-speaking countries; e.g., outdoor market, fiesta, running of the bulls. Alternatively, have students go to Web sites to view such pictures. With reference to the posters or Web sites, discuss what is going on in each scene and the cultural significance of the events and/or items demonstrated. Discuss similarities and differences between these events or items in the Spanish-speaking country and the students' own cultural experiences. Have the students work in groups to list all of the Spanish cultural elements found in the classroom. ➢ **Cultural Show and Tell** Have each student bring an object, model or picture related to the culture of a Spanish-speaking country. Have each student research and prepare a short presentation on his or her cultural item. Have the students create a class display of their items and make short presentations. Cultural items could include toys, sports equipment, nonperishable foods, kitchen items, clothing, arts and crafts items, periodicals/comic books, holiday- or fiesta-related items, musical instruments. **Caution** Students should be monitored when they use the Internet.

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GC–1 historical and contemporary elements of the cultures of the Spanish-speaking world

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • recognize elements of the cultures of the Spanish-speaking world in the classroom?	
➢ **Anecdotal Notes** Observe individual students as they discuss cultural activities of the Spanish-speaking world; e.g., outdoor market, running of the bulls. Note their ability to recognize elements of the cultures of the Spanish-speaking world in the classroom (see sample blackline master in Appendix E: Anecdotal Notes).	➢ Posters or Web sites showing street scenes from Spanish-speaking countries.
➢ **Learning Log** Have the students reflect on their ability to recognize elements of the cultures of the Spanish-speaking world in the classroom. How do they know an event or object is Spanish? How would they recognize a Spanish event or object outside the classroom?	➢ Reference materials, Internet access.

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GC–1 historical and contemporary elements of the cultures of the Spanish-speaking world

SPECIFIC OUTCOMES		SAMPLE TEACHING AND LEARNING ACTIVITIES
	Students will be able to:	
GC–1.3 applying cultural knowledge	a. recognize elements of the cultures of the Spanish-speaking world in the classroom	➢ **Mystery Box** Bring in interesting cultural items packed in a box; e.g., castanets, sombrero, poncho/serape, conch shell horn, stone sun calendar, blanket, Guatemalan textiles, glassware, pottery, talavera pottery, hammock, Diego print, vases, masks, statues, water jugs. Take out one item at a time from the mystery box. Have the students guess what the item is, how the item is used, what it is made of and who might use it. Afterwards, summarize the list of items in Spanish and post it for display, ideally with a picture of each item.

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GC–1 historical and contemporary elements of the cultures of the Spanish-speaking world

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • recognize elements of the cultures of the Spanish-speaking world in the classroom?	
➢ **Anecdotal Notes** Observe individual students during the mystery box activity and note their ability to recognize elements of the cultures of the Spanish-speaking world in the classroom (see sample blackline master in Appendix E: Anecdotal Notes).	➢ Several items characteristic of the Spanish-speaking world, a mystery box to hold these items, chart paper, marker.

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Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–1 historical and contemporary elements of the cultures of the Spanish-speaking world

GC–1.4
diversity within the cultures of the Spanish-speaking world

SPECIFIC OUTCOMES *Students will be able to:*	SAMPLE TEACHING AND LEARNING ACTIVITIES
a. experience diverse elements of the cultures of the Spanish-speaking world	➢ **Spanish Guest Speakers** Invite three guests from three different Spanish-speaking countries. Have the students divide into groups and assign each group a particular cultural element for which they are to prepare three questions to ask each guest; e.g., food, clothing, religion, major occupations, customs (including holidays), transportation, flora and fauna. ➢ **Traditional and Modern Dress** Divide the students into groups and have them research clothing indigenous to different Spanish-speaking countries. What is the traditional dress? What is the dress nowadays? Provide the students with cutout dolls (boy, girl, man, woman) so they design, create, cut out and apply clothing to their paper dolls. The clothing is to reflect the modes of traditional and modern dress of their particular Spanish-speaking country. Have the students review all the countries' costumes, discuss among themselves and then, individually, compare and contrast the modes of dress from different countries. ➢ **Viewing and Comparing Cultural Elements** Have the students view Spanish videos on cultural events in different Spanish-speaking countries. Several questions or a compare-and-contrast chart are provided to focus their viewing on comparing cultural elements. Before viewing, have the students pair up and review the questions/compare-and-contrast chart. They view the video, complete the questions/chart and then discuss the video in pairs. A class summary discussion follows, and the similarities and differences between cultural elements are summarized on the board.

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GC–1 historical and contemporary elements of the cultures of the Spanish-speaking world

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • experience diverse elements of the cultures of the Spanish-speaking world?	
➢ **Learning Log** Have the students reflect on what they have learned from the guest speaker about diverse elements of the cultures of the Spanish-speaking world.	➢ Guest speakers.
➢ **Rubric** Create an outcome-based rubric with the students and review the criteria prior to the paper dolls activity. Use the rubric to evaluate how well students are able to experience diverse elements of the cultures of the Spanish-speaking world (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).	➢ One paper doll family per group, scissors, markers, reference materials and/or Internet access.
➢ **Anecdotal Notes** Observe students as they view and discuss the diverse cultural elements. Record anecdotal notes of the extent to which students are able to experience diverse elements of the cultures of the Spanish-speaking world (see sample blackline master in Appendix E: Anecdotal Notes).	➢ Several short videos showing a variety of Spanish-speaking countries' cultural events, viewing equipment, prepared focus questions, handout or comparison chart for each student pair.

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GC–1 historical and contemporary elements of the cultures of the Spanish-speaking world

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to: **GC–1.5** valuing the cultures of the Spanish-speaking world a. participate in cultural activities and experiences *(continued)*	➢ **Cultural Circuit Training** Set up several culturally linked activity centres for students to try out and circulate through; e.g., make a small *piñata* and read about its origins; listen to a simple piece of Spanish music and learn the lyrics, clap and sing along (words provided); watch a short video on how to make tortillas and make and eat a simple tortilla treat; read a simple Spanish story and act out the characters' parts with finger puppets; view a good variety of fresh chili peppers (identified in Spanish and English) with information on hotness, use in foods, sample recipes (e.g., fresh salsa), safety information (e.g., handling with disposable latex gloves); an art station featuring works of famous Latin-American artists, with short life histories on each (e.g., Diego Rivera). ➢ **Spanish Music and Dance** Bring in samples of current Spanish music that students are likely to enjoy; e.g., Shakira, Enrique Iglesias. Play short selections, encouraging students to move to the rhythm of the music. Have students improvise steps that match the mood of the music. Discuss with them what they enjoy about the music. Explore with them the connections between dance steps we do now and older, traditional Spanish dances. View a selection of clips from Spanish dance videos that reflect the diversity of traditional Spanish dances and the influences these dances have had on present-day dance. Demonstrate and provide opportunities for students to learn and practise one modern Spanish dance, like *Aserejé* by Las Ketchup.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–1 historical and contemporary elements of the cultures of the Spanish-speaking world

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • participate in cultural activities and experiences?	
➢ **Observation Checklist** Observe individual students as they participate in the cultural circuit training centres. Use an outcome-based checklist to assess how well students are able to participate in cultural activities and experiences (see sample blackline master in Appendix E: Observation Checklist).	➢ Materials to set up several Spanish culture stations.
➢ **Informal Observation** Circulate throughout the classroom, observing and encouraging all students to clap, move with the beat and to try learning the dance steps. Make mental notes of how well students are able to participate in cultural activities and experiences.	➢ Spanish music, Spanish dance video clips, viewing and/or listening station, information on Spanish dance history and modern Spanish dances.

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GC–1 historical and contemporary elements of the cultures of the Spanish-speaking world

	SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
GC–1.5 valuing the cultures of the Spanish-speaking world	*Students will be able to:* a. participate in cultural activities and experiences	➢ **Field Trip** Organize a field trip to a Latin restaurant or a Spanish cultural centre. Encourage the students to participate in cultural experiences; e.g., eating Spanish foods, Latin dancing.

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GC–1 historical and contemporary elements of the cultures of the Spanish-speaking world

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- participate in cultural activities and experiences?

➢ **Anecdotal Notes**
Observe students before going on the field trip. Record anecdotal notes of the extent to which students are able to participate in cultural activities and experiences (see sample blackline master in Appendix E: Anecdotal Notes).

MATERIALS

➢ Cultural field trip locations.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–2 affirming diversity

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
GC–2.1 awareness of own language(s) a. make connections between their own language(s) and Spanish	➢ **Exploring Cognates** Introduce and discuss the concept of cognates. Prepare a list of cognates (e.g., national/*nacional*, intelligent/*inteligente*) and discuss with students how many words are similar in English and Spanish (and even French as an extension). Introduce the idea of the common origins of words, exploring and discussing how the words in both languages may be so similar. Provide the students with a list of words in Spanish and have them identify the English words that are similar. ➢ **Adopted Words** Make a list of Spanish words that are commonly used in English and discuss the words with students. Note that many words in the list end in "o" or "a." Encourage students to look for additional adopted words using the clue of "o" and "a" endings. Have students post any additional "adoptees" they identify on a notice board; e.g., – *rodeo* – *plaza* – *taco* – *tortilla* – *tomato* – *patio* Samples of English words "adopted" by Spanish: – *béisbol* (baseball) – *bistec* (beef steak) – *cheque* (cheque) – *fútbol* (football) – *gol* (goal) Provide the students with the list and ask them to create a class display by illustrating each word with pictures cut from magazines or printed from the Internet.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–2 affirming diversity

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- make connections between their own language(s) and Spanish?

➢ **Learning Log**
Have the students reflect on what they learned about cognates and the connections made between their own language(s) and Spanish.

➢ **Informal Observation**
Visit each group during the adopted word activity and provide encouragement, assistance and praise where appropriate. Make mental notes of how well students are able to make connections between their own language(s) and Spanish.

MATERIALS

➢ List of cognates (one per student), English dictionaries/references and/or Internet access, *EI Sabelotodo* by Shirley Costigan et al. (Carmel, CA: Hampton and Brown, 1999).

➢ List of adopted words—one per student, magazines and/or Internet access, printer, scissors, glue.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–2 affirming diversity

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to: **GC–2.2** general language knowledge a. explore the variety of languages spoken by those around them	➢ **Language Diversity Survey** Provide students with a family tree template. Have the students complete the family tree for a few generations by speaking with parents, grandparents and other members of their families to determine what language(s) were spoken by their families in previous generations. Once completed, collect and display these family and language trees around the room. **Extension** Have the students record the various languages shown on the class family trees (e.g., Spanish, French, English) and tally the number of different languages represented in the class. Briefly discuss the results. Introduce the idea of language groups by classifying the languages into linguistic groups; e.g., Romance (comes from Romans), Slavic, Asian, African, Aboriginal. **Caution** Teachers should be aware that some students may live in foster homes and/or may not have a traditional family structure. Alternative activities may be necessary.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–2 affirming diversity

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- explore the variety of languages spoken by those around them?

➢ **Learning Log**
After completing a family tree and reviewing the family trees of the other students, have the students reflect on how well they were able to explore the variety of languages spoken by those around them (see sample blackline master in Appendix E: Anecdotal Notes).

MATERIALS

➢ Family tree templates (one per student).

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GC–2 affirming diversity

	SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
	Students will be able to:	
GC–2.2 general language knowledge	b. identify similarities among words from different languages within their personal experience	➢ **Language Imports** Discuss commonly used English words that are taken from many different languages; e.g., – *dim sum* (Chinese) – *taco* (Spanish) – *baguette* (French) – *kabob* (Turkish) – *turban* (Indian) – *bagel* (Yiddish) Post a large world map. Have students post the imported words around the map and connect them with yarn and a pin to their countries of origin.

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GC–2 affirming diversity

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- identify similarities among words from different languages within their personal experience?

➢ **Learning Log**
Have the students reflect on commonly used English words that are taken from other languages. Have the students make connections to their previous knowledge and experiences on how languages are connected to each other. Encourage students to reflect on their ability to identify similarities among words from different languages within their personal experience.

MATERIALS

➢ List of imported words and their countries of origin, large world map, scissors, markers, yarn, pins.

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Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–2 affirming diversity

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to: **GC–2.3** awareness of own culture a. explore similarities between their own culture and other cultures *(continued)*	➢ **Birthday Celebrations** Introduce and discuss Spanish customs for the celebration of birthdays and compare and contrast them with Canadian birthday customs; e.g., similarities: cake, song, treats; differences: *piñata*. On each student's birthday, the Spanish custom of the birthday child honouring his or her guests is practised by having the birthday child bring a simple treat for each of his or her classmates; e.g., the birthday student decorates a paper cup with bright colours and places a goody or novelty item in the cup for each classmate. A traditional Spanish birthday song is taught to students and is sung to each student on his or her birthday. For example: *Cumpleaños feliz* (Happy birthday) *te deseamos a ti* (we wish you) *Cumpleaños* _____ (Happy Birthday _____) *que los cumplas feliz.* (May you celebrate happily.) ➢ **Christmas Comparisons** Have the students brainstorm Christmas customs of their families; e.g., food, decorations, music, songs, activities, church services, gifts. Have them research Christmas customs in a Spanish-speaking country and compare these customs to those of their own families. The comparison is done by creating a chart, a Venn diagram (see Appendix D: Graphic Organizers), a booklet or a poster. The products are displayed and shared and a class discussion of the holiday similarities and differences is conducted. **Extension** Assign a different Spanish-speaking country to each group. This would demonstrate the diversity of customs in Spanish-speaking countries and that all Spanish-speaking countries may not share common customs.

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GC–2 affirming diversity

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • explore similarities between their own culture and other cultures?	
➢ **Informal Observation** Observe student participation in comparing Spanish and Canadian birthday traditions. Make mental notes of the extent to which students explore similarities between their own culture and other cultures.	➢ Birthday song music and words.
➢ **Learning Log** Have the students reflect on the various Christmas customs in Spanish-speaking countries. Have them reflect on how well they were able to explore similarities between their own culture and other cultures.	➢ Research resources and/or Internet, Venn diagram template.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–2 affirming diversity

	SPECIFIC OUTCOMES *Students will be able to:*	SAMPLE TEACHING AND LEARNING ACTIVITIES
GC–2.3 Awareness of own culture	a. explore similarities between their own culture and other cultures	➢ **Canada Day Here/National Day There** Model and discuss how to use a Venn diagram (see Appendix D: Graphic Organizers) for comparison of Canada Day celebrations and National Day celebrations in various Spanish-speaking countries. As a class, brainstorm three areas of comparison for the Venn diagram; e.g., history, date, special activities, food and drink. Provide each student with a small, blank Venn diagram. In groups of four, they share their observations and/or findings on how Canada Day is celebrated and how National Day is celebrated in Spain. Provide references and/or Internet access so students can find the necessary information. Students record their observations/findings on the Venn diagram. Each group selects a presenter who shares the group's completed comparison with the class.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–2 affirming diversity

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- explore similarities between their own culture and other cultures?

➢ **Checklist and Comments**
Create an outcome-based checklist and share it with students before they create a Venn diagram. Observe and record the students' ability to participate in cultural activities and experiences. Provide feedback on each Venn diagram (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

MATERIALS

➢ Blank Venn diagram handouts, references and/or Internet access for research.

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Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–2 affirming diversity

GC–2.4 general cultural knowledge

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. participate in activities and experiences that reflect elements of different cultures	➢ **Holidays Around the World** Collaboratively identify Canada's holidays and then go to www.kidlink.org/KIDPROJ/MCC and find the link to the Multi-Cultural Calendar. Using that calendar, have the students find out what unique holidays are celebrated in other countries. A bulletin board in the school hallway is designated as a Holidays Around the World display area. Assign student groups particular holidays and have them create displays for them. On the day of the holiday, the group posts its display. **Caution** Students should be monitored when they use the Internet. ➢ **Community Cultural Events Posters** Identify major cultural festivals in the community; e.g., Canada Day, Chinese New Year parade, CanWest Festival, St. Patrick's Day parade, First Night New Year's Eve Festival, Heritage Festival, Powwow Days. Ask students if they have attended any of these festivals or if they know of other similar events. Have the students share with the class a description of any particular events they have attended and, if they have a new suggestion, they add it to the list. Have the students, as a class, decide which five or six festivals they would like to study further. Brainstorm and record questions regarding these events that can be researched and answered; e.g., What is the focus/purpose of the festival? Where and when does it occur? Are there special foods, costumes or decorations associated with it? What do people do at these events? Have the students break into groups and assign each group one of the events to research, answer the questions and prepare information posters for the events that provide pertinent details in an appealing manner. Have the students circulate and review all event posters and decide which events they would most like to attend.

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GC–2 affirming diversity

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- participate in activities and experiences that reflect elements of different cultures?

➢ **Checklist and Comments**
Create an outcome-based checklist and share it with students prior to creating the bulletin board display. Use the checklist to assess how well students participate in activities and experiences that reflect elements of different cultures (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

➢ **Rubric**
Develop an outcome-based rubric and share it with students before they create their posters and visuals. Use the rubric to evaluate how well students participate in activities and experiences that reflect elements of different cultures (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

MATERIALS

➢ Dedicated bulletin board space for Holidays around the World, display materials, Internet access.

➢ Sources for information on different community cultural events.

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GC–2 affirming diversity

SPECIFIC OUTCOMES		SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:		
CG–2.5 valuing diversity	a. work and play cooperatively with others who are different from themselves	➢ **School Visits** Invite students from another school to spend some time with your students; e.g., a Saturday school program, a school with international exchange students, an international Spanish school. Students play games and complete activities with the visiting students, such as chess games, board games, ball games, treasure hunts, artwork and reading activities. ➢ **Friendly Environment** On a daily basis, encourage students to involve everyone in the classroom in their play and free time. Students who are new to the school are buddied up with a friend in the classroom who will assist and include the new student in school activities. **Extension** Students create a plan to help new students in the class. Ideas are displayed on a poster in the classroom.

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Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–2 affirming diversity

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- work and play cooperatively with others who are different from themselves?

➢ **Peer-assessment Checklist**
Collaboratively create an outcome-based peer-assessment checklist with students prior to having visitors from another school come to your school to engage in different activities in class. Students assess their peers' ability to work and play with others who are different from themselves (see sample blackline master in Appendix E: Peer-assessment Checklist).

➢ **Self-assessment Checklist**
Create an outcome-based self-assessment checklist and share it with students prior to beginning a buddied classroom activity in which students support each other. Students use the checklist to determine if they are able to work and play with others who are different (see sample blackline master in Appendix E: Self-assessment Checklist).

MATERIALS

➢ Various games, treasure hunts, simple reading materials.

➢ Poster materials.

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GC–2 affirming diversity

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to: **GC–2.6** intercultural skills a. adapt to new situations *(continued)*	➤ **Greetings!** Brainstorm with students ways of greeting people in Spanish in different situations; e.g., – *¡Bienvenidos!* (Welcome!) – *¡Buen día!* (Good day!) – *¡Buenas!* (Good afternoon!) – *¡Buenas noches!* (Good evening/good night!) – *¡Buenas tardes!* (Good afternoon!) – *¡Buenos días!* (Good morning!) – *¿Cómo estás?* (How are you? [informal]) – *¿Cómo esta usted?* (How are you? [formal]) – *¿Cómo has estado?* (How have you been?) – *¿Cómo te va?* (How's it going?) – *¿Cómo va la cosa*? (How are things?) – *¡Hola!* (Hi!) – *¿Qué haces?* (What are you doing?) – *¿Qué has hecho?* (What have you been doing?) – *¿Qué hay de nuevo?* (What's new?) – *¿Qué pasa?* (What's going on?) – *¿Qué tal?* (What's new? How are you?) – *¿Qué te pasa, calabaza?* (What's going on?) During various situations that arise, such as a field trip or a visit with another Spanish class, encourage the students to use these greetings to meet new people and to "break the ice."

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–2 affirming diversity

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • adapt to new situations?	
➢ **Learning Log** Have the students reflect on their ability to adapt to new situations and use different expressions based on the situation. Encourage them to set goals for the future. For example: – When I go to new places or meet new people, I will try to ….	➢ None required.

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GC–2 affirming diversity

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to: **GC–2.6** intercultural skills a. adapt to new situations	➢ **Interclass or School Visits** Students visit another classroom or school and participate in the activities that have been planned for them. ➢ **Problem-solving Scenarios** Organize students into small groups and give each group a different scenario. Each group brainstorms ways in which they would adapt to the given situation. For example: You are in a foreign country and you don't speak the language. You need help: – taking public transportation – ordering from a menu – getting somewhere. Student groups then role-play their situation for the class.

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GC–2 affirming diversity

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- adapt to new situations?

➢ **Learning Log/Anecdotal Notes**
After visiting another classroom or school, students reflect on the activities and experiences they have had by writing about them. For example:
 – Today we went/did …
 – I liked it when …
 – Next time I would like …

 Use these reflections to plan further activities and to record anecdotal notes on the students' ability to adapt to new situations (see sample blackline master in Appendix E: Anecdotal Notes).

➢ **Rubric**
Collaboratively create an outcome-based rubric with the students before they share problem-solving scenarios. Use the rubric to evaluate how well students are able to adapt to new situations (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

MATERIALS

➢ Organized interclass or interschool visit activities.

➢ Various problem-solving scenarios written on small pieces of paper (one for each group).

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–3 personal and career opportunities

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to: **GC–3.1** the Spanish-speaking world and cultures a. identify reasons for learning Spanish	➢ **Travel Talk** Discuss with students places they have visited on holidays and the different languages spoken there. Have the students discuss what words they would like to know in Spanish if they were visiting a Spanish-speaking country. Brainstorm phrases that would be useful and reinforce the value of understanding the native language of a country when travelling. Record and post the words and phrases. ➢ **Safety Phrases** Post a list of warning words students might encounter in buildings, on the street or on highways in a Spanish-speaking country. Show cards with these words and any sign that might be associated with them. Introduce and practise these words and invite students to add to the list. Have students record the new words in their learning logs. Typical Spanish warning words include: – *para/alto* (stop) – *cuidado* (caution/look out) – *peligro* (danger) – *piso resbaladizo* (slippery floor) – *socorro* (help) – *auxilio* (help) – *ayúdame* (help me) ➢ **Spanish Is Spoken Around the World** Provide a list of Spanish-speaking countries to students. (Include the United States, the Philippines and Belize, three countries where Spanish is an unofficial language.) Have the students work in groups of two to locate these countries, using a Spanish atlas, and have them colour and label in Spanish the countries on a blank world map.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–3 personal and career opportunities

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • identify reasons for learning Spanish?	
➢ **Informal Observation** Observe students as they discuss useful Spanish phrases for travel. Make mental notes of the extent to which students are able to identify reasons for learning Spanish. Offer feedback, encouragement and praise as needed.	➢ List of useful words and phrases for travel to a Spanish-speaking country.
➢ **Anecdotal Notes** Observe students as they identify words of warning and caution used in Spanish-speaking countries. Note the extent to which students are able to identify reasons for learning Spanish (see sample blackline master in Appendix E: Anecdotal Notes).	➢ List of warning words, along with any signs associated with them.
➢ **Learning Log** Have the students reflect on the importance of learning Spanish as a world traveller and identify reasons for learning Spanish. Have them reflect on how understanding the language would improve their travel experience.	➢ Blank world maps, list of Spanish-speaking countries.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–3 personal and career opportunities

SPECIFIC OUTCOMES		SAMPLE TEACHING AND LEARNING ACTIVITIES
	Students will be able to:	
GC–3.2 cultural and linguistic diversity	a. suggest some reasons for participating in activities and experiences that reflect elements of different cultures	➢ **Making Cultural Connections** Display a poster that provides an inspirational message about how all peoples and cultures live together; e.g., "We live under one big sky." Record student ideas on chart paper and elaborate on the concepts of respect, sharing and learning from different cultures. Ask students how they think we can learn from people of different cultures and why it is important to do so. Discuss how participating in local cultural events, such as Canada Day celebrations organized by Edmonton's Multicultural Council, the Heritage Festival and CanWest Festival, can help to promote tolerance, understanding and cooperation between different cultural groups. Have the students discuss why they would want to attend such a cultural event. ➢ **Visit a Spanish-speaking Country (advanced activity)** Have the students, in groups of three, prepare and present a television commercial to encourage citizens to attend a particular public cultural event. Assign a different event to each group. Video record the commercial presentations if possible. Students can view their recordings as a class and discuss their effectiveness.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–3 personal and career opportunities

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • suggest some reasons for participating in activities and experiences that reflect elements of different cultures?	
➢ **Learning Log** Have the students reflect on why participating in cultural activities can help them understand different cultures. Have them suggest some reasons for participating in activities and experiences that reflect elements of different cultures.	➢ Multicultural poster.
➢ **Rating Scale** Create an outcome-based rating scale and share it with the students before they create their television commercials. Use the rating scale to assess how well students are able to suggest some reasons for participating in activities and experiences that reflect elements of different cultures (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).	➢ Video recording and viewing equipment.

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Strategies

General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–1 language learning

SPECIFIC OUTCOMES		SAMPLE TEACHING AND LEARNING ACTIVITIES
	Students will be able to:	
S–1.1 cognitive	a. use simple cognitive strategies, with guidance, to enhance language learning *(continued)*	➢ **Songs and Actions** Explain to students that physical actions can help them remember new vocabulary. Teach students a simple Spanish children's nursery rhyme or song that features particular actions for certain words. Perform the song with students, gradually reducing your participation until they can perform the song on their own. ➢ **KWL Charts** Before participating in a cultural activity, prepare for the task by modelling and discussing KWL charting as a learning strategy (see Appendix D: Graphic Organizers): **K** (What we Know) **W** (What we Want to know) **L** (What we Learned) After completing the activity and the KWL chart, hold a class discussion on how the KWL chart helped guide their research.

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General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–1 language learning

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- use simple cognitive strategies, with guidance, to enhance language learning?

➢ **Informal Observation**
Observe students as they perform the action songs. Make mental notes of the extent to which students are able to use simple cognitive strategies, with guidance, to enhance language learning; e.g., perform actions to match the words of a song. Offer feedback, encouragement and praise as needed.

➢ **Checklist and Comments**
Create an outcome-based checklist and share it with students before they complete a KWL chart on cultural activities. Use the checklist to assess if students are able to use simple cognitive strategies, with guidance, to enhance language learning; e.g., use charts to make information easier to understand and remember (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

MATERIALS

➢ Simple rhymes and songs with actions.

➢ KWL chart template—one per student (Appendix D: Graphic Organizers).

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Strategies

General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–1 language learning

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to: a. use simple cognitive strategies, with guidance, to enhance language learning **S–1.1** cognitive	➢ **Skipping Along** Arrange students into small groups and provide each group with a copy of a short skipping song or rhyme to learn. Model each song or rhyme, demonstrating inflection and proper pronunciation of specific words or phrases. Have each group memorize their song or rhyme and perform it for the class. Encourage the students to perform actions to match the words of the song or rhyme. Consider compiling the rhymes and songs into a class book. Sample rhymes include: ***Hojas de Té*** (**Tea Leaves**) *Hojas de té* (Tea leaves) *Té de limón,* (Lemon tea,) *Hojas y hojas* (Leaves and leaves) *Y nada de té.* (And nothing of tea.) ***Osito Osito*** (**Little Bear, Little Bear**) *Osito, osito, toca el piso.* (Little bear, little bear, touch the floor.) *Osito, osito, da la media vuelta.* (Little bear, little bear, turn halfway round.) *Osito, osito, sal de la cuerda.* (Little bear, little bear, leave the game.) ➢ **Picture Dictionary** Let students know they will be using pictures rather than English words to create a dictionary, and encourage students to use these images to remember new vocabulary; e.g., by picturing the image when seeing the word. Have the students create their own images to help remember the Spanish vocabulary words. When studying a particular lexical field, such as My Family, provide students with a limited number of vocabulary words to include in their picture dictionaries. ➢ **Repetition in Pairs** When teaching new vocabulary for a lexical field, such as school, family, weather or seasons, present each word orally and ask students to repeat the word after you. Focus on a small cluster of words (four or five) and have the students repeat them in pairs. Draw students' attention to the fact that oral repetition is a strategy that can help them learn new words.

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General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–1 language learning

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- use simple cognitive strategies, with guidance, to enhance language learning?

➢ **Anecdotal Notes**
While students perform their skipping songs or rhymes for the class, observe their abilities to use and understand the new vocabulary and sentence patterns used in the songs. Note how well students are able to use simple cognitive strategies, with guidance, to enhance language learning; e.g., learn short rhymes or songs, incorporating new vocabulary or sentence patterns (see sample blackline master in Appendix E: Anecdotal Notes).

MATERIALS

➢ Words to several skipping songs, skipping ropes, area for skipping.

➢ **Learning Log**
After students have had opportunities to use both text and picture dictionaries as aids for learning vocabulary, ask them to reflect on which type of dictionary assisted them in learning more effectively.

➢ Student-created picture dictionaries.

➢ **Informal Observation**
As students practise repeating new vocabulary terms in pairs, make mental notes of the students' ability to use simple cognitive strategies, with guidance; e.g., memorize new words by repeating them silently or aloud.

➢ Vocabulary list.

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General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–1 language learning

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
S–1.2 metacognitive a. use simple metacognitive strategies, with guidance, to enhance language learning *(continued)*	➢ **Stop, Think and Tell** Have the students engage in a language learning task, such as learning a tongue twister, reading a short passage or watching a video clip. Let students know they will engage in the task as they usually do, except that you will periodically ask them to "stop, think and tell." Have the students stop the task, think silently for a moment about what they are doing to help themselves learn, and share their learning strategies with the class. ➢ **Highlight for Learning** Discuss highlighting known and unknown words as a strategy for coping with texts that contain unknown vocabulary. Discuss other strategies for dealing with unknown words, such as looking for contextual clues. Create a simple reading activity in which students read a passage and highlight the words they know with one colour and the words they need to learn with a different colour. With the class, compile a list of need to learn words. Assign pairs or groups of students to find out the meanings of the words, or discuss their meanings together. ➢ **Learning Log** Using a scribbler or a binder, help students organize a Learning Log into appropriate sections, such as word lists, strategies that help me learn, self-assessment, my strengths and weaknesses, goal setting. Explain that they will be using the Learning Logs regularly to help them become aware of how they think and learn.

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General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–1 language learning

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • use simple metacognitive strategies, with guidance, to enhance language learning?	
➢ **Anecdotal Notes** Observe students as they stop, think and tell. Note the extent to which students are able to use simple metacognitive strategies, with guidance, to enhance language learning; e.g., be aware of strengths and weaknesses, reflect on learning tasks (see sample blackline master in Appendix E: Anecdotal Notes).	➢ Tongue twister, short passage, short video.
➢ **Learning Log** Have the students reflect on their ability to use simple metacognitive strategies, with guidance, to enhance language learning; e.g., know how strategies may enable coping with texts containing unknown elements.	➢ Two highlighters for each student, text.
➢ **Conference/Anecdotal Notes** Periodically conference with students and review their learning logs. Review the students' reflections and provide feedback to focus them on thinking about how they learn. Throughout the year, record anecdotal notes of the extent to which students are able to use simple metacognitive strategies, with guidance, to enhance language learning ; e.g., keep a Learning Log (see sample blackline master in Appendix E: Anecdotal Notes).	➢ None required.

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General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–1 language learning

SPECIFIC OUTCOMES		SAMPLE TEACHING AND LEARNING ACTIVITIES
	Students will be able to:	
S–1.2 metacognitive	a. use simple metacognitive strategies, with guidance, to enhance language learning	➢ **Dealing with a Challenging Language Situation** Let students know they will be doing a challenging language task, such as playing a game or watching a short video, that is slightly above their level of comprehension. Make it clear that it is fine if they feel uncomfortable with the task—all they need to do is try their best to understand. Allow students time to plan for the task; e.g., collecting resources that may be needed, listing strategies they could use to interpret a difficult text. Once the task is complete, create a T-chart on the board. The chart will have two title sections – What Was Difficult and How My Planning Helped. Guide students to give you specific feedback and record the feedback for class discussion and summary.

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General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–1 language learning

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- use simple metacognitive strategies, with guidance, to enhance language learning?

➢ **Learning Log**
Ask students to copy the T-chart into their learning logs and to highlight one or two strategies used by other students that they think will work well for them. Encourage students to reflect on how their planning helped them attend to the task and what they might do differently next time. Before another challenging activity, direct students to look at the strategies they previously used and encourage them to try new ones.

MATERIALS

➢ None required.

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General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–1 language learning

	SPECIFIC OUTCOMES *Students will be able to:*	SAMPLE TEACHING AND LEARNING ACTIVITIES
S–1.3 social/affective	a. use simple social and affective strategies, with guidance, to enhance language learning	➢ **Let's Read Together** Provide a selection of simple Spanish storybooks. At first, ask students to read the books individually and try to understand them. Then have the students work in pairs or small groups to read the books. Once all groups have finished, each group provides a quick oral summary of its book to the class. After the summaries have been presented, ask students to share how reading with others differed from reading alone. How did it help to read the story with others? ➢ **Cooperation Station** Set up several centres or stations of games or activities with which students are familiar. Arrange students into small groups and allow them time to visit all of the centres or stations. Encourage the students to work cooperatively in their small groups.

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General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–1 language learning

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- use simple social and affective strategies, with guidance, to enhance language learning?

➢ **Learning Log**
Have the students reflect on the shared reading experience and how well they are able to use simple social and affective strategies, with guidance, to enhance language learning; e.g., participate in shared reading experiences.

➢ **Self-assessment Checklist and Goal Setting**
Have the students complete a self-assessment checklist to determine how well they were able to use simple social and affective strategies, with guidance, to enhance language learning; e.g., work cooperatively with peers in small groups. Students set goals for future cooperative work (see sample blackline master in Appendix E: Self-assessment Checklist and Goal Setting).

MATERIALS

➢ Variety of well-illustrated Spanish storybooks.

➢ Variety of simple Spanish games and activities.

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General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–2 language use

	SPECIFIC OUTCOMES *Students will be able to:*	SAMPLE TEACHING AND LEARNING ACTIVITIES
S–2.1 interactive	a. use simple interactive strategies, with guidance	➢ **Nonverbal Cues** Introduce and provide examples of appropriate nonverbal cues (e.g., eye contact, nodding, gestures) that native Spanish-speaking people employ to make themselves understood. Ask students about nonverbal cues they can use to make themselves understood when they are speaking Spanish. Assist where necessary to add to the list. Provide good examples of such nonverbal cues through a personal story, a video clip, a demonstration by the student offering the idea, or a role-play. Compile the list on a chart or on the board. Point out that these are good language use strategies that can help students make themselves understood when they are speaking Spanish. ➢ **I Don't Get It!** Elicit from students a variety of simple strategies students can use to indicate that they do not understand when spoken to in Spanish; e.g., ask for clarification or repetition, indicate lack of understanding verbally or nonverbally. It might be helpful to share stories in which you used these verbal and nonverbal cues to indicate a lack of understanding.

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General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–2 language use

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • use simple interactive strategies, with guidance?	
➢ **Learning Log** Have the students reflect on their Bag of Tricks and how well they are able to use simple interactive strategies, with guidance; e.g., interpret and use a variety of nonverbal cues to communicate. Have them describe one instance in which they used nonverbal cues to communicate in Spanish.	➢ Chart paper, markers.
➢ **Anecdotal Notes** Observe students as they brainstorm simple strategies to indicate a lack of understanding. Record anecdotal notes of the extent to which students are able to use simple interactive strategies, with guidance; e.g., ask for clarification or repetition, indicate lack of understanding verbally or nonverbally (see sample blackline master in Appendix E: Anecdotal Notes).	➢ None required.

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General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–2 language use

SPECIFIC OUTCOMES		SAMPLE TEACHING AND LEARNING ACTIVITIES
	Students will be able to:	
S–2.2 interpretive	a. use simple interpretive strategies, with guidance	➢ **Expressing Meaning Role-plays** Teach students simple strategies to express meaning; e.g., gestures, facial expressions, intonation, mime. Arrange students into small groups and have each group prepare a brief role-play in which they use these strategies to aid comprehension. ➢ **Picture Books** Arrange the students into small groups and provide each group with several Spanish picture books. Encourage the students to use the pictures to aid their comprehension of the text.

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General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–2 language use

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- use simple interpretive strategies, with guidance?

➢ **Observation Checklist**
Create an outcome-based checklist and share it with students before they create their role-plays. Use the checklist to assess if students are able to use simple interpretive strategies, with guidance; e.g., use gestures, intonation and visual supports to aid comprehension (see sample blackline master in Appendix E: Observation Checklist).

➢ **Anecdotal Notes**
Observe students as they read a variety of Spanish picture books. Note the extent to which students are able to use simple interpretive strategies, with guidance; e.g., use illustrations to aid reading comprehension (see sample blackline master in Appendix E: Anecdotal Notes).

MATERIALS

➢ None required.

➢ Several Spanish picture books.

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General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–2 language use

SPECIFIC OUTCOMES		SAMPLE TEACHING AND LEARNING ACTIVITIES
	Students will be able to:	
S–2.3 productive	a. use simple productive strategies, with guidance	➢ **Environmental Text** Post vocabulary around the room that directly relates to classroom objects. Ensure the posted vocabulary is clearly visible from all parts of the room. For example, label classroom objects such as the board and the clock. Post vocabulary of clothing items on cardboard silhouettes shaped like each item of clothing. When students need to produce one of these words in class, encourage them to look for the word in the classroom. ➢ **Writing with Pictures** Have the students write a short, simple text on a familiar topic; e.g., their favourite weekend activities. Let students know they do not need to worry if the text is not completely correct and that they can use a limited number of illustrations to help get their meanings across. Once students have written the first draft of their stories, have them proofread and edit the final version.

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General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–2 language use

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- use simple productive strategies, with guidance?

➢ **Anecdotal Notes**
Observe students as they use vocabulary and expressions posted in the classroom. Record anecdotal notes of the extent to which students are able to use simple productive strategies, with guidance; e.g., use words that are visible in the immediate environment (see sample blackline master in Appendix E: Anecdotal Notes).

➢ **Rubric**
Collaboratively create an outcome-based rubric with the students before they write a short, simple text on a familiar topic. Use the rubric to evaluate how well students are able to use simple productive strategies, with guidance; e.g., use illustrations to provide detail when producing texts, proofread and edit the final versions of a text (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

MATERIALS

➢ Labels.

➢ None required.

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General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–3 general learning

SPECIFIC OUTCOMES		SAMPLE TEACHING AND LEARNING ACTIVITIES
	Students will be able to:	
S–3.1 cognitive	a. use simple cognitive strategies, with guidance, to enhance general learning *(continued)*	➢ **What Do You Know?** When beginning a new unit of study, brainstorm with students what they already know about the new theme or activity. Remind students that even if they feel like they do not know much about the topic, they should still share everything they can think of. During the unit, encourage students to connect their prior knowledge with their new learning. Discuss with the class how connecting what they already know with what is being learned can be a powerful learning strategy. ➢ **Flowchart** Before an applications-based activity, such as writing a name poem or conducting a simple survey, guide students in creating a flowchart to plan the sequence of actions that will contribute to the successful completion of the task. Explain to students that flowcharts and diagrams can be used to make ideas and information easier to understand and remember.

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General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–3 general learning

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • use simple cognitive strategies, with guidance, to enhance general learning?	
➢ **Learning Log** Have the students reflect on how connecting prior knowledge with new knowledge helps enhance their learning; e.g., by completing the following sentence starters: – What I already knew about the topic is … – What I just learned is … – I would like to know more about …	➢ None required.
➢ **Self-assessment Checklist** Create an outcome-based self-assessment checklist and share it with students before they create flowcharts. Students use the checklist to determine if they are able to use simple cognitive strategies, with guidance, to enhance general learning; e.g., use word maps, mind maps, charts or other graphic representations to make information easier to understand and remember (see sample blackline master in Appendix E: Self-assessment Checklist).	➢ None required.

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General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–3 general learning

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to: a. use simple cognitive strategies, with guidance, to enhance general learning **S–3.1** cognitive	➢ **Fact or Opinion?** When discussing aspects of the cultures of Spanish-speaking countries, help students categorize statements as facts or opinions. In most cases, students will not know for certain whether the statement presented to them is true or not, but this activity helps them recognize and be aware of overly generalized and subjective statements. Use a graphic organizer, such as a T-chart, to help them complete this activity. For example: **Fact** \| **Opinion** Castanets are a traditional Spanish instrument used for rhythm. \| The sound of castanets makes you want to dance. Once the activity is complete, discuss how students came to recognize which statements are more likely to be facts and which are more likely to be opinions. Record their ideas and reinforce them by bringing them up again when conducting future research. ➢ **Taking Notes for Learning** Provide some tips for note taking before students begin their first note-taking task; e.g., do not write down everything, ask yourself what seems important, look for key words, write things in short form. While preparing students for a guest speaker or watching a video, discuss how to write down key ideas. After students have attempted note taking, ask them to share some of their notes with the class.

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General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–3 general learning

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- use simple cognitive strategies, with guidance, to enhance general learning?

➢ **Rating Scale**
Create an outcome-based rating scale and share it with students before they categorize statements as facts or opinions. Use the rating scale to assess how well students are able to use simple cognitive strategies, with guidance, to enhance general learning; e.g., distinguishing between fact and opinion (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

➢ **Anecdotal Notes**
Circulate and observe students as they take notes. Record anecdotal notes of the extent to which students are able to use simple cognitive strategies, with guidance, to enhance general learning; e.g., write down key words and concepts in abbreviated form (see sample blackline master in Appendix E: Anecdotal Notes).

MATERIALS

➢ T-chart.

➢ Guest speaker or video.

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General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–3 general learning

SPECIFIC OUTCOMES		SAMPLE TEACHING AND LEARNING ACTIVITIES
	Students will be able to:	
S–3.2 metacognitive	a. use simple metacognitive strategies, with guidance, to enhance general learning *(continued)*	➢ **Creating an Effective Work Space** To help students understand that having an organized work space contributes to success, brainstorm ways to stay organized in the classroom and how this helps them to learn, think and work more effectively. For example: Teacher: *¿Qué cosas usan más en la clase de español?* (What items do you use most often in Spanish class?) Student: *Necesito un lapíz, una goma y hojas [de papel]*. (I need a pencil, an eraser and pencil crayons.) Teacher: How can you make sure these things are easy to access? Student: I'll take out these items at the beginning of class and keep the most important items within easy reach. Have students create a work space plan in Spanish and English to include in their learning logs.

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General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–3 general learning

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- use simple metacognitive strategies, with guidance, to enhance general learning?

➢ **Learning Log**
After a period of time, ask students to take out their work space plans from their learning logs and have them decide whether or not they are following the plans. Encourage students to reorganize their work spaces according to their plans or to modify their original plans. Have the students reflect on their ability to use simple metacognitive strategies, with guidance, to enhance general learning; e.g., reflect on learning tasks, manage your physical working environment.

MATERIALS

➢ None required.

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General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–3 general learning

SPECIFIC OUTCOMES		SAMPLE TEACHING AND LEARNING ACTIVITIES
	Students will be able to:	
S–3.2 metacognitive	a. use simple metacognitive strategies, with guidance, to enhance general learning	➢ **Breaking It Down** Before an involved task, such as a project, ask students to break down their main task into several smaller subtasks or steps. For each step, have them describe what needs to be done and how long it should take. Have the students create an organizer and post it in the classroom for the duration of the task. Encourage students to break down future tasks into steps and to detail what needs to be done at each step. Explain to them that this helps make a large task more manageable. ➢ **Dear Mom and/or Dad …** Help students write letters to their parent(s) that provide information about their learning. Encourage students to use the information they have gathered so far in their learning logs to help them provide specific details about learning tasks they have performed. Providing students with a letter outline and some specific information for the letter will get them moving in the right direction. In the letter, have the students tell their parents about how they learn, their thinking processes and how their own efforts can affect their learning.

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General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–3 general learning

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • use simple metacognitive strategies, with guidance, to enhance general learning?	
➢ **Learning Log** Have the students include a copy of the learning task organizer in their learning logs, and as they move through the task, they check off the steps they have completed successfully. Have the students reflect on their ability to use simple metacognitive strategies, with guidance, to enhance general learning; e.g., decide in advance to attend to the learning task, make a plan in advance on how to approach a task.	➢ Chart paper, markers.
➢ **Self-assessment Rating Scale** Students reflect on the letter-writing activity and assess how well they were able to use simple metacognitive strategies, with guidance, to enhance general learning; e.g., reflect upon their own thinking and learning processes (see sample blackline master in Appendix E: Self-assessment Rating Scale).	➢ None required.

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General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–3 general learning

	SPECIFIC OUTCOMES *Students will be able to:*	SAMPLE TEACHING AND LEARNING ACTIVITIES
S–3.3 social/affective	a. use simple social and affective strategies, with guidance, to enhance general learning	➢ **How Can I Help?** Ask students how they might know when someone in their group is having difficulty. Once you have made a list of warning signs, create another list with actions to indicate how I can help. A Triple T-chart can be used for this activity (see Appendix D: Graphic Organizers). Post the chart in the classroom during cooperative learning tasks and draw the students' attention to it before beginning. ➢ **Group Problem Solving** Provide student groups with puzzles or brainteasers. Have the student groups work together to solve the problems.

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General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–3 general learning

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • use simple social and affective strategies, with guidance, to enhance general learning?	
➢ **Self-assessment Rating Scale** Ask students at the end of a cooperative learning task to complete a simple self-assessment rating scale to determine how well they were able to use simple social and affective strategies, with guidance, to enhance general learning; e.g., use support strategies to help persevere at learning tasks (see sample blackline master in Appendix E: Self-assessment Rating Scale).	➢ None required.
➢ **Learning Log** Have the students describe how the members of their groups worked together to solve the problems. How did they benefit from the strengths of different group members? How did they make group decisions?	➢ Puzzles and brain teasers.

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Grade Level Samples for Grade 5

Applications **354**

Language Competence **414**

Global Citizenship **474**

Strategies **514**

General Outcomes

General outcomes are broad statements identifying the knowledge, skills and attitudes that students are expected to achieve in the course of their language learning experience. The four general outcomes serve as the foundation for the program of studies.

Applications



Students will use Spanish in a variety of **situations** and for a variety of **purposes**.

A–1 to impart and receive information
A–2 to express emotions and personal perspectives
A–3 to get things done
A–4 to form, maintain and change interpersonal relationships
A–5 to extend their knowledge of the world
A–6 for imaginative purposes and personal enjoyment

Language Competence



Students will use Spanish **effectively** and **competently**.

LC–1 attend to form
LC–2 interpret and produce texts
LC–3 apply knowledge of the sociocultural context
LC–4 apply knowledge of how discourse is organized, structured and sequenced

Global Citizenship



Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–1 historical and contemporary elements of the cultures of the Spanish-speaking world
GC–2 affirming diversity
GC–3 personal and career opportunities

Strategies



Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–1 language learning
S–2 language use
S–3 general learning

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Applications

General Outcome for Applications
Students will use Spanish in a variety of **situations** and for a variety of **purposes**.

A–1 to impart and receive information

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
A–1.1 share factual information a. ask for and provide information; e.g., time, dates *(continued)*	➢ **Birthdays** Organize students in pairs. One student asks his or her partner *¿Cuándo es tu cumpleaños?* (When is your birthday?) and records the response in Spanish in his or her notebook. Once all students have had a chance to ask and respond, a calendar graph of birthdays could be created. ➢ **Blindfold Activity** Organize students into pairs and provide each pair with a blindfold. Have the students practise asking for and giving directions in Spanish to their partners. The blindfolded student (Student A) asks his or her partner the location of a classroom object. For example, *¿Dónde está el sacapuntas?* (Where is the pencil sharpener?) Student B provides simple directions using: *a la derecha de …* (to the right of …), *a la izquierda de …* (to the left of …), *delante de …* (in front of …), *derecho* (straight), *cerca de …* (near), *al lado de …* (to the side of), *da vuelta a la esquina* (turn at the corner), *sigue derecho* (*directo*) (keep going straight) and so on. Once the blindfolded student reaches the intended destination, the students switch roles, choosing a different classroom object to locate. ➢ **Daily Routine** Establish a daily routine in which you regularly ask and answer the following questions: – *¿Qué hora es?* (What time is it?) – *¿Comó estás hoy?* (How are you today?) – *¿Qué fecha es hoy?* (What is the date today?) – *¿Comó está el tiempo hoy?* (How is the weather today?) Encourage students to ask these same questions of their classmates.

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General Outcome for Applications
Students will use Spanish in a variety of **situations** and for a variety of **purposes**.

A–1 to impart and receive information

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • ask for and provide information?	
➢ **Anecdotal Notes** Observe students as they ask their partners questions about their birthdays. Record anecdotal notes of the extent to which the students are able to ask and provide information (see sample blackline master in Appendix E: Anecdotal Notes).	➢ None required.
➢ **Anecdotal Notes** Observe students as they participate in the blindfold activity. Record anecdotal notes on the extent to which students are able to ask for and provide information (see sample blackline master in Appendix E: Anecdotal Notes).	➢ Blindfolds.
➢ **Checklist and Comments** Create an outcome-based checklist and share it with students at the beginning of the year. Periodically throughout the year, use the checklist to assess if students are able to ask for and provide information (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).	➢ Optional: Spanish calendar, weather chart, Spanish weather words and phrases on sentence strips, sentence strips.

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General Outcome for Applications
Students will use Spanish in a variety of **situations** and for a variety of **purposes**.

A–1 to impart and receive information

	SPECIFIC OUTCOMES *Students will be able to:*	SAMPLE TEACHING AND LEARNING ACTIVITIES
A–1.1 share factual information	a. ask for and provide information; e.g., time, dates	➢ **Interview** Create a list of questions that may be asked in a personal interview. For example: – *¿Cómo te llamas?* (What is your name?) – *¿Cuántos años tienes tú?* (How old are you?) – *¿Dónde vives?* (Where do you live?) Share the questions with the students and have each student prepare responses to each question. Have the students take turns being the interviewer and sharing information about themselves.

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General Outcome for Applications
Students will use Spanish in a variety of **situations** and for a variety of **purposes**.

A–1 to impart and receive information

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:
- ask for and provide information?

➢ **Peer-assessment Checklist**
With the students, collaboratively create an outcome-based peer-assessment checklist before they interview a partner. Students use the checklist to determine if their peers are able to ask for and provide information (see sample blackline master in Appendix E: Peer-assessment Checklist).

MATERIALS

➢ None required.

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General Outcome for Applications
Students will use Spanish in a variety of **situations** and for a variety of **purposes**.

A–1 to impart and receive information

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
A–1.1 share factual information b. respond to simple, predictable questions	➤ **Who Are You?** In pairs, have the students role-play a scenario in which one student is new and meeting the other student for the first time. Have the students ask questions to elicit information regarding name, age, birthday, address and family members; e.g., – *¿Cómo te llamas?* (What is your name?) – *¿Cuántos años tienes tú?* (How old are you?) – *¿Cuándo es tu cumpleaños?* (When is your birthday?) – *¿Dónde vives?* (Where do you live?) – *¿Cuántas personas hay en tu familia?* (How many people are in your family?) ➤ **Birthday Dialogue** Have the students gather information on family and/or friends' birthdays. In pairs, have the students take turns practising the following dialogue: Student A: *¿Cuándo es el cumpleaños de: –tu papá? –tu amigo(a)? –tu abuelo?* (When is your father's birthday, your friend's, your grandfather's?) Student B: *El cumpleaños de mi papá es el 21 de agosto.* (My father's birthday is August 21.) ➤ **How Is the Weather?** As part of a daily weather or calendar activity, have the students respond to questions about the date, time, season, weather, temperature and so on. For example: – *¿Qué fecha es hoy?* (What is the date today?) – *¿Qué estación es?* (What season is it?) – *¿Qué tiempo hace hoy?/¿Cómo este el tiempo hoy?/¿Qué día hace?* (How is the weather today?)

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General Outcome for Applications
Students will use Spanish in a variety of **situations** and for a variety of **purposes**.

A–1 to impart and receive information

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:
- respond to simple, predictable questions?

➢ **Self-assessment Checklist**
Create an outcome-based self-assessment checklist and share it with students before they role-play meeting a new friend. Students use the checklist to determine if they are able to respond to simple, predictable questions (see sample blackline master in Appendix E: Self-assessment Checklist).

➢ **Peer-assessment Checklist**
With the students, collaboratively create an outcome-based peer-assessment checklist before they participate in the birthday dialogue. Students use the checklist to determine if their peers are able to respond to simple, predictable questions (see sample blackline master in Appendix E: Peer-assessment Checklist).

➢ **Rating Scale**
Create an outcome-based rating scale and share it with students before the weather or calendar activity. Use the rating scale to assess how well students are able to respond to simple, predictable questions; e.g., questions related to the weather and/or calendar (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

MATERIALS

➢ None required.

➢ None required.

➢ Spanish calendar, weather chart.

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General Outcome for Applications
Students will use Spanish in a variety of **situations** and for a variety of **purposes**.

A–1 to impart and receive information

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
A–1.1 share factual information c. describe people, places and things	➢ **Describing Pictures** Review descriptive vocabulary; i.e., *los colores* (colours), *grande/pequeño(a)* (big/small), *alto(a)/bajo(a)* (high/low), *joven/viejo(a)* (young/old), *caliente/frío* (hot/cold), *nuevo(a)/antiguo(a)* (new/old). Show various photographs, posters and magazine pictures and ask students to describe one or two of the pictures. Then arrange students into small groups and give each group a picture. Each group lists as many descriptions as they can per picture. If time permits, share the descriptions as a class. ➢ **Collage or Poster** Have the students create a collage or poster with pictures of themselves, family members, magazine pictures and so on. Have the students label each picture with a response, such as *él es pequeño* (he is small), *ella es joven* (she is young), *Miami es mi ciudad favorita. Hace mucho calor allá.* (Miami is my favourite city. It is very hot there.) Have the students share their posters with classmates and post them in the classroom.

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General Outcome for Applications
Students will use Spanish in a variety of **situations** and for a variety of **purposes**.

A–1 to impart and receive information

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • describe people, places and things?	
➢ **Checklist and Comments** Create an outcome-based checklist and share it with students prior to reviewing descriptive vocabulary and describing the pictures. Use the checklist to assess if students are able to describe people, places and things (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).	➢ Photographs, magazine pictures, posters.
➢ **Rubric** Collaboratively create an outcome-based rubric with the students before they create their collages or posters. Use the rubric to evaluate how well students are able to describe people, places and things (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).	➢ Magazines, pictures, scissors, glue, poster materials.

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General Outcome for Applications
Students will use Spanish in a variety of **situations** and for a variety of **purposes**.

A–2 to express emotions and personal perspectives

SPECIFIC OUTCOMES		SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:		
A–2.1 share ideas, thoughts, opinions, preferences	a. identify favourite people, places or things; e.g., words or phrases, characters, illustrations in texts	➢ **Who Is Your Favourite Character?** After watching a simple cartoon movie with students, discuss who their favourite character is and have them draw a picture of him or her. Have the students prepare a brief presentation to identify their favourite characters. – *Esto es* _____. (This is _____.) – *Él es pequeño/grande/interesante.* (He is small/big/ interesting.) – *Él vive* _____. (He lives _____.) Divide the students into pairs or small groups and have them share their drawings. ➢ **Around the World** Display a large map of the world. Discuss the various countries and continents. Have the students share their favourite places; e.g., _____ *es mi lugar (país) favorito(a).* (_____ is my favourite place [country].) As an extension, encourage the students to locate the origins of some of their favourite things or foods. ➢ **Favourite Foods** Ask students about their favourite foods. Have them draw their favourite food and write a sentence about it; e.g., *Me gusta mucho el helado.* (I like ice cream a lot.) When the students have finished their drawings, arrange them into small groups and have them share their favourite foods and practise telling others what their group members like; e.g., *A él le gusta la pizza.* (He likes pizza.)

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General Outcome for Applications
Students will use Spanish in a variety of **situations** and for a variety of **purposes**.

A–2 to express emotions and personal perspectives

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • identify favourite people, places or things?	
➢ **Rating Scale** Create an outcome-based rating scale and share it with the students before they watch a simple cartoon in Spanish. Use the rating scale to assess how well students are able to identify favourite people, places or things (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).	➢ Simple Spanish cartoon movies or a popular animated film dubbed in Spanish.
➢ **Anecdotal Notes** Observe students as they share their favourite places. Record anecdotal notes of the extent to which students are able to identify favourite people, places or things (see sample blackline master in Appendix E: Anecdotal Notes).	➢ World map.
➢ **Observation Checklist** Create an outcome-based checklist and share it with students prior to discussing favourite foods. Use the checklist to assess if students are able to identify favourite people, places or things (see sample blackline master in Appendix E: Observation Checklist).	➢ None required.

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General Outcome for Applications
Students will use Spanish in a variety of **situations** and for a variety of **purposes**.

A–2 to express emotions and personal perspectives

SPECIFIC OUTCOMES		SAMPLE TEACHING AND LEARNING ACTIVITIES
	Students will be able to:	
A–2.1 share ideas, thoughts, opinions, preferences	b. express a personal response to a variety of situations	➢ **What Do You Like?** Post the words *me gusta/me gustan* (I like), *amo* (I love) and *no me gusta/no me gustan* (I don't like) on three walls of the classroom. Instruct students to move to a given wall based on their own personal response to vocabulary words from a variety of topics. For example, if *el helado* (ice cream) is called, students might move to the wall labelled *me gusta/me gustan*; if *los serpientes* is called out, students might move to the wall with *no me gusta/no me gustan*; if *la madre* (mother) is called out, students might move to the wall with *amo.* Once students are familiar with the activity, call on individual students to express their personal responses; e.g., *me gusta el helado* (I like ice cream), *no me gustan los serpientes* (I don't like snakes) and so on. ➢ **How Would You Feel?** Review the feeling words; e.g., *feliz* (happy), *contento(a)* (content), *triste* (sad), *enfermo(a)* (sick), *enojado(a)* (mad), *sorprendido(a)* (surprised). On separate pieces of paper, have the students draw a face to represent each of the feelings and write the word in Spanish underneath. Call out several different scenarios (e.g., having no homework for a day, Christmas vacation is lengthened or shortened, no more summer holidays) and have students hold up the emotion card that best represents their personal response.

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General Outcome for Applications
Students will use Spanish in a variety of **situations** and for a variety of **purposes**.

A–2 to express emotions and personal perspectives

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- express a personal response to a variety of situations?

➢ **Self-assessment Rating Scale**
Create an outcome-based self-assessment rating scale and share it with students before they share their likes and dislikes. Use the rating scale to assess how well students are able to express a personal response to a variety of situations (see sample blackline master in Appendix E: Self-assessment Rating Scale).

MATERIALS

➢ Signs that read *me gusta/me gustan* (I like), *no me gusta/ no me gustan* (I don't like), *amo* (I love).

➢ **Observation Checklist**
Create an outcome-based checklist and share it with students before they share their feelings. Use the checklist to assess if students are able to express a personal response to a variety of situations (see sample blackline master in Appendix E: Observation Checklist).

➢ None required.

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General Outcome for Applications
Students will use Spanish in a variety of **situations** and for a variety of **purposes**.

A–2 to express emotions and personal perspectives

SPECIFIC OUTCOMES		SAMPLE TEACHING AND LEARNING ACTIVITIES
	Students will be able to:	
A–2.2 share emotions, feelings	a. identify emotions and feelings; e.g., those portrayed in texts	➢ **Emotion Charades** Have one student go to the front of the classroom and act out an emotion. The remaining students raise their hands when they think they know the emotion being depicted. The acting student then chooses someone to guess the emotion. If the student guesses correctly, he or she comes to the front of the room to act out a new emotion. The game continues in this pattern until all students have had an opportunity to identify emotions and feelings. ➢ **Show What You Know** After teaching the following words: *feliz* (happy), *triste* (sad), *enojado(a)* (mad), *sorprendido* (surprised), *cansado* (tired), *así así* (so so), *mal* (not well), *enfermo* (sick), *bien* (well), place pictures of faces that illustrate these emotions on the board. Arrange the students into teams and have one member per team come to the board. Call out an emotion word and the first student to touch the correct face gets a point for his or her team. **Alternative Activity** If picture cards are not available, have the students draw the picture. The first student to draw the emotion correctly gets a point for his or her team.

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General Outcome for Applications
Students will use Spanish in a variety of **situations** and for a variety of **purposes**.

A–2 to express emotions and personal perspectives

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • identify emotions and feelings?	
➢ **Anecdotal Notes** Observe students as they play Emotion Charades. Record anecdotal notes of the extent to which students are able to identify emotions and feelings (see sample blackline master in Appendix E: Anecdotal Notes).	➢ None required.
➢ **Informal Observation** Observe students as they match picture cards to the correct emotions. Make mental notes of the extent to which students are able to identify emotions and feelings. Offer feedback, encouragement and praise as needed.	➢ Class sets of prepared cards, each with a face indicating a particular feeling: *feliz* (happy), *triste* (sad), *enojado(a)* (mad), *sorprendido* (surprised), *cansado* (tired), *así así* (so so), *mal* (not well), *enfermo* (sick), *bien* (well).

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General Outcome for Applications
Students will use Spanish in a variety of **situations** and for a variety of **purposes**.

A–2 to express emotions and personal perspectives

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
A–2.2 share emotions, feelings b. express and respond to a variety of emotions and feelings; e.g., love, sadness, surprise, fear	➢ **Role-play** Divide the class into small groups. Allow them time to prepare a brief role-play that includes learned oral expressions of emotions or feelings and appropriate responses to these feelings; e.g., if one student is demonstrating sadness, the other student(s) may try to comfort him or her. Ask the other students to guess the feeling or emotion presented. **Alternative Activity** Have the students use puppets to create their dramatizations. ➢ **Charades** Have the students write an emotion or feeling on a piece of paper. Check to ensure that there is equal representation of all of the emotions studied. Divide the class into two teams. One student from Team A draws an emotion out of a hat and acts it out for his or her teammates. If Team A guesses correctly, they receive a point. If they do not guess correctly, Team B may make one guess to steal the point. If Team B guesses correctly, they receive the point. If Team B does not guess correctly, no point is gained or lost by either team. Continue alternating turns between the teams. ➢ **How Would You Feel?** Describe various situations that would call for different emotions. As you call out these various situations, have the students say the appropriate response. For example, at an amusement park, students might say *estoy feliz* (I am happy) and at a funeral *estoy triste* (I am sad). Also have the students say common expressions associated with expressing these emotions.

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General Outcome for Applications
Students will use Spanish in a variety of **situations** and for a variety of **purposes**.

A–2 to express emotions and personal perspectives

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- express and respond to a variety of emotions and feelings?

➢ **Rubric**
Collaboratively create an outcome-based rubric with the students before they create their role-plays. Use the rubric to evaluate how well students are able to express and respond to a variety of emotions and feelings (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

➢ **Anecdotal Notes**
Observe students as they play charades based on the emotions being studied. Record anecdotal notes of the extent to which students are able to express and respond to a variety of emotions and feelings (see sample blackline master in Appendix E: Anecdotal Notes).

➢ **Learning Log**
Have the students reflect on their ability to express and respond to a variety of emotions and feelings. Have them describe the situations in which they might use the expressions associated with these emotions in the future.

MATERIALS

➢ Optional: puppets.

➢ None required.

➢ None required.

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General Outcome for Applications
Students will use Spanish in a variety of **situations** and for a variety of **purposes**.

A–3 to get things done

SPECIFIC OUTCOMES		SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:		
A–3.1 guide actions of others	a. suggest a simple course of action, and respond to a suggestion	➢ **Simon Says** Start the game by playing the role of Simon. Have the students repeat your actions only if they hear *Simon dice* (Simon Says) at the beginning of the commands. For example: *Simon dice escuchen.* (Simon says listen.) Other commands (see Appendix B: Vocabulary and Classroom Expressions) that could be used are: – *miren* (look) – *siéntense* (sit) – *párense* (stop) – *cállense* (be quiet) – *abran … (un libro)* (open … [a book]) – *cierren … (la puerta)*, (close … [the door]) – *levántense*. To further challenge your students, perform an action that does not match the called out expression. For example, say "*Simon dice siéntense*" (Simon says sit) while putting your hands on your head. After several rounds, have a student come to the front and play the role of Simon. ➢ **What Do You Want to Do?** In small groups, have the students prepare a role-play in which they are trying to find something to do. One student suggests an activity, e.g., *Vamos al parque* (Let's go to the park), while the other students respond with *Sí, quiero hacerlo* (Yes, I want to do that) or *No, no quiero hacerlo* (No, I don't want to do that).

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General Outcome for Applications
Students will use Spanish in a variety of **situations** and for a variety of **purposes**.

A–3 to get things done

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- suggest a simple course of action, and respond to a suggestion?

➢ **Anecdotal Notes**
Observe students as they play Simon Says. Record anecdotal notes of the extent to which students are able to suggest a simple course of action, and respond to a suggestion (see sample blackline master in Appendix E: Anecdotal Notes).

➢ **Checklist and Comments**
Create an outcome-based checklist and share it with students before they create their role-plays. Use the checklist to assess if students are able to suggest a simple course of action, and respond to a suggestion (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

MATERIALS

➢ None required.

➢ None required.

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General Outcome for Applications
Students will use Spanish in a variety of **situations** and for a variety of **purposes**.

A–3 to get things done

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
A–3.1 guide actions of others b. make and respond to a variety of simple requests	➢ **Classroom Routine**s As part of the classroom routine, have the students respond to requests such as *Escuchen, por favor* (Listen, please), *Siéntense, por favor* (Sit, please). Also encourage students to respond to requests; e.g., *Repitan, por favor* (Repeat, please), *Okay, no hay problema* (Okay, no problem), *No quiero hacerlo* (I don't want to do it). ➢ **My Things, Please** Go around the classroom and take various objects from several students. Then place these objects on a table at the front of the classroom. Have the students ask for their objects back by saying, *Dáme el lápiz, por favor* (Give me the pencil, please). If the student asks correctly, the object is returned. If the student does not ask correctly, he or she will listen to the other students, then ask again. ➢ **My Things, Please II** Arrange the students into small groups. Have the students sit in a circle, each with a different object in hand. Have them take turns taking an object from a student and responding to his or her requests. For example: Student A takes Student B's ruler. Student B says *Dáme la regla, por favor* (Give me the ruler, please). Student A returns the ruler and says *Aquí está la regla* (Here is the ruler). Student B then takes something from Student C, and the pattern continues until all students have had a chance to make and respond to simple requests.

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General Outcome for Applications
Students will use Spanish in a variety of **situations** and for a variety of **purposes**.

A–3 to get things done

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:
- make and respond to a variety of simple requests?

➢ **Anecdotal Notes**
Observe students as they participate in Classroom Routines. Note the extent to which the students are able to make and respond to a variety of simple requests in daily classroom routines (see sample blackline master in Appendix E: Anecdotal Notes).

➢ **Self-assessment Checklist**
Create an outcome-based self-assessment checklist and share it with students before they ask for their objects. Students use the checklist to determine if they are able to make and respond to a variety of simple requests (see sample blackline master in Appendix E: Self-assessment Checklist).

➢ **Rating Scale**
Create an outcome-based rating scale and share it with students prior to having them take other students' objects and ask for their own objects back. Use the rating scale to assess how well students are able to make and respond to a variety of simple requests (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

MATERIALS

➢ None required.

➢ None required.

➢ None required.

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General Outcome for Applications
Students will use Spanish in a variety of **situations** and for a variety of **purposes**.

A–3 to get things done

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to: **A–3.1** guide actions of others c. ask for, grant and deny permission *(continued)*	➤ **Classroom Survival** With the students, brainstorm a list of classroom expressions and requests (see Appendix B: Vocabulary and Classroom Expressions). For example: – *¿Puedo ir al baño, por favor?* (Can I go to the bathroom, please?) – *¿Puedo abrir la ventana, por favor?* (Can I open the window, please?) – *¿Puedo cerrar la puerta, por favor?* (Can I close the door, please?) – *Necesito un lapicero… rojo, azul, etc.* (I need a pen … red, blue and so on.) – *¿Puedo tomar agua, por favor?* (Can I have a drink of water, please?) Post this chart in the classroom for student reference. Throughout the year, have the students refer to the chart to ask for permission to do or have something.

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General Outcome for Applications
Students will use Spanish in a variety of **situations** and for a variety of **purposes**.

A–3 to get things done

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- ask for, grant and deny permission?

➢ **Checklist and Comments**
Create an outcome-based checklist and share it with students before they brainstorm classroom expressions and requests. Observe the students throughout the year, and use the checklist to assess if students are able to ask for, grant and deny permission (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

MATERIALS

➢ Chart paper, markers.

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General Outcome for Applications
Students will use Spanish in a variety of **situations** and for a variety of **purposes**.

A–3 to get things done

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
A–3.1 guide actions of others c. ask for, grant and deny permission	➢ **I'm Going on a Picnic** Model the game *Voy al Picnic* (Going on a Picnic) and have students ask permission to come along based on predetermined criteria. For example (predetermined criteria: things that are red): Teacher: *Voy al picnic y voy a llevar una fresa*. (I am going on a picnic and I am going to bring a strawberry.) Student A: *Voy a llevar un plátano. ¿Puedo ir al picnic?* (I am going to bring a banana. Can I come on the picnic?) Teacher: *No, lo siento. No puedes venir*. (No, I am sorry. You cannot come.) Student B: *Voy a llevar unas frambuesas. ¿Puedo ir?* (I am going to bring raspberries. Can I come?) Teacher: *Sí, puedes venir conmigo.* (Yes, you may come with me.) Once students are familiar with this pattern, organize them into small groups where one student is the leader, and set the criteria for being allowed to go on the picnic.

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General Outcome for Applications
Students will use Spanish in a variety of **situations** and for a variety of **purposes**.

A–3 to get things done

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:
- ask for, grant and deny permission?

➢ **Learning Log**
Have the students reflect on their ability to ask for, grant and deny permission. For example:
- I am able to …
- I need practice …

MATERIALS

➢ None required.

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General Outcome for Applications
Students will use Spanish in a variety of **situations** and for a variety of **purposes**.

A–3 to get things done

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to: **A–3.2** state personal actions a. indicate choice from among several options	➢ **Class Survey** Put up picture cards of selected vocabulary items related to a lexical field and ask students to choose one that they like. Hand out a survey sheet with a grid that contains all the items and the students' names. Have the students ask each other what they like best. For example: Student A: *¿Qué fruta te gusta?* (What fruit do you like?) Student B: *Me gustan los plátanos.* (I like bananas.) Student A then checks off "banana" under Student B's name on the grid. The interview process continues until all students are interviewed. Together with the class, prepare a graph to show the results of the survey. Discuss the results of the survey; e.g., *¿Cuántos estudiantes le gustan las manzanas?* (How many students like apples?) **Extension** Have the students select vocabulary and prepare the survey for the class.

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General Outcome for Applications
Students will use Spanish in a variety of **situations** and for a variety of **purposes**.

A–3 to get things done

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • indicate choice from among several options?	
➢ **Self-assessment Checklist** Create an outcome-based self-assessment checklist and share it with students before they conduct their surveys. Students use the checklist to determine if they are able to indicate choice from among several options (see sample blackline master in Appendix E: Self-assessment Checklist).	➢ Vocabulary cards/flash cards, survey grid with students' names and vocabulary items.

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General Outcome for Applications
Students will use Spanish in a variety of **situations** and for a variety of **purposes**.

A–3 to get things done

SPECIFIC OUTCOMES		SAMPLE TEACHING AND LEARNING ACTIVITIES
	Students will be able to:	
A–3.2 state personal actions	b. express a wish or a desire to do something	➢ **Question and Answer** Organize the students into pairs. Have the students take turns asking and responding to questions expressing a desire to do something. For example: Student A: *¿Quieres ir a Mexico?* (Do you want to go to Mexico?) Student B: *No, no quiero ir a Mexico. Quiero ir a España.* (No, I don't want to go to Mexico. I want to go to Spain.) ➢ **If I Had a Million Dollars** Tell students that they have just won a million dollars. Have the students then describe what they would like to buy and where they would like to go using *Quiero comprar …* (I want to buy …) and *Quiero ir …* (I want to go …). Write the student responses on the board. Next, have the students make posters showing what they would like to do or where they would like to go and share their posters with the class.

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General Outcome for Applications
Students will use Spanish in a variety of **situations** and for a variety of **purposes**.

A–3 to get things done

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- express a wish or a desire to do something?

➢ **Learning Log**
Have the students reflect on the travel destination they would like to visit. Students reflect on their ability to express a wish or a desire to do something.

➢ **Rubric**
Collaboratively create an outcome-based rubric with the students before they create posters showing what they would like to do. Use the rubric to evaluate how well students are able to express a wish or a desire to do something (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

MATERIALS

➢ World map.

➢ Poster paper, markers.

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General Outcome for Applications
Students will use Spanish in a variety of **situations** and for a variety of **purposes**.

A–3 to get things done

SPECIFIC OUTCOMES		SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:		
A–3.3 manage group actions	a. ask for help or for clarification of what is being said or done in the group	➢ **Repeat, Please** Brainstorm vocabulary from a previously studied lexical field and record it on the board. Organize students into partners. Student A mimes or describes any item on the list. Student B attempts to guess the correct word. If they do not understand, students can ask for repetition of the mime by saying, *Repite, por favor* (Repeat, please), *Repite otra vez, por favor* (Repeat it again, please) or *Repite una vez más, por favor* (Repeat it one more time, please). If Student B still cannot understand, he or she may ask Student A to move on to the next item by saying: *Veamos otro* (Let's see another). Continue until both students have had the opportunity to act and ask for clarification. ➢ **I Need Help** Review phrases students may use to request help. For example: – *Ayúdame, por favour.* (Help me, please.) – *¿Puedes ayudarme, por favor?* (Can you help me, please?) – *Necesito ayuda; no entiendo.* (I need help; I don't understand.) Arrange students into small groups and have them create a role-play in which each student is asking for help or clarification.

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General Outcome for Applications
Students will use Spanish in a variety of **situations** and for a variety of **purposes**.

A–3 to get things done

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- ask for help or for clarification of what is being said or done in the group?

➢ **Anecdotal Notes**
Observe students as they ask their partners to repeat when they don't understand. Record anecdotal notes of the extent to which students are able to ask for help or for clarification of what is being said or done in the group (see sample blackline master in Appendix E: Anecdotal Notes).

➢ **Rubric**
Collaboratively create an outcome-based rubric with the students before they create and perform their role-plays. Use the rubric to evaluate how well students are able to ask for help or for clarification of what is being said or done in the group (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

MATERIALS

➢ Vocabulary lists.

➢ None required.

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General Outcome for Applications
Students will use Spanish in a variety of **situations** and for a variety of **purposes**.

A–3 to get things done

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
A–3.3 manage group actions b. suggest, initiate or direct action in group activities	➢ **Listen Carefully** Teach and review vocabulary related to directions; e.g., *izquierda* (left), *derecha* (right), *abajo* (down), *arriba* (up), *sigue derecho* (go straight). Ahead of time, make pictures of body parts and secure them to the board. Draw the outline of a face on the board. Have one student come to the board and blindfold him or her. Give the student a picture of a part of the face; e.g., an eye. The other students then call out directions to the blindfolded student. The blindfolded student listens to the directions and puts the body part where the students tell him or her. Students can use *¡Para!* (Stop!) to tell the student to stop when he or she has reached a good position. This activity can be done as a whole class or in groups. ➢ **Listen to My Directions** Teach and review vocabulary related to directions; e.g., *izquierda* (left), *derecha* (right), *abajo* (down), *arriba* (up), *sigue derecho* (go straight), and review numbers 1–5. Arrange students into groups of three or four and give each student four pieces of grid paper. Have the students take turns orally directing each other in a listening activity in which one student gives the directions, while the others follow the directions to create an image on the grid paper. For example, the student leader might say *Dos cuadras a la izquierda* (Two squares to the left). Students move two squares to the left and colour that square. Once all instructions are complete, a new student becomes the leader. Continue until all students have had a chance to be the leader.

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General Outcome for Applications
Students will use Spanish in a variety of **situations** and for a variety of **purposes**.

A–3 to get things done

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- suggest, initiate or direct action in group activities?

➢ **Observation Checklist**
Create an outcome-based checklist and share it with students before they direct the blindfolded student. Use the checklist to assess if students are able to suggest, initiate or direct action in group activities (see sample blackline master in Appendix E: Observation Checklist).

➢ **Learning Log**
Have the students reflect on how well they are able to suggest, initiate or direct action in group activities. Have them describe a situation during which they directed the action of their group.

MATERIALS

➢ Blindfold, pictures of body parts.

➢ Grid paper, crayons.

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General Outcome for Applications
Students will use Spanish in a variety of **situations** and for a variety of **purposes**.

A–4 to form, maintain and change interpersonal relationships

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
A–4.1 manage personal relationships a. initiate relationships; e.g., invite others to play	➤ **Inviting Friends** Have the students role-play inviting someone to go somewhere or to do something. Introduce and practise appropriate question and answer forms, e.g., *ven* (come), *quieres* (want), plus the use of the infinitive to complete the sentence. As well, introduce and add the following expressions: *conmigo* (with me), *contigo* (with you), *con nosotros* (with us). For example: – *¡Ven a jugar!* (Come play!) – *¿Quieres jugar conmigo?* (Do you want to play with me?) ➤ **Formal and Informal Greetings** Teach and/or review culturally appropriate ways to greet people in Spanish in a variety of situations (e.g., friends, clergy, elders, teachers) by learning and dramatizing mini-dialogues. Have the students use these mini-dialogues as models for producing their own dialogues that demonstrate socially appropriate ways of initiating relationships; e.g., *tú* versus *usted* (you [informal] versus you [formal]).

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General Outcome for Applications
Students will use Spanish in a variety of **situations** and for a variety of **purposes**.

A–4 to form, maintain and change interpersonal relationships

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • initiate relationships?	
➢ **Anecdotal Notes** Observe students as they role-play inviting someone to go somewhere or to do something. Record anecdotal notes of the extent to which students are able to initiate relationships (see sample blackline master in Appendix E: Anecdotal Notes).	➢ None required.
➢ **Observation Checklist** Create an outcome-based checklist and share it with students before they practise greeting others in Spanish. Use the checklist to assess if students are able to initiate relationships (see sample blackline master in Appendix E: Observation Checklist).	➢ None required.

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General Outcome for Applications
Students will use Spanish in a variety of **situations** and for a variety of **purposes**.

A–4 to form, maintain and change interpersonal relationships

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
A–4.1 manage personal relationships b. apologize and refuse politely	➤ **Manners Role-play** Introduce and practise appropriate ways to apologize and refuse politely. Post expressions in the classroom for future reference. For example: – *Lo siento.* (I am sorry.) – *No puedo.* (I can't.) – *Lo siento, llego tarde.* (I'm sorry, I'm late.) – *¡Perdón/Perdóneme!* (Sorry!/I beg your pardon.) – *Disculpa/Discúlpame.* (Excuse me.) Arrange students into partners and have them role-play a scenario in which one student asks another to do something and the other student refuses politely. ➤ **Classroom Phrases** Teach students how to say *¡Perdón/Perdóneme!* (Sorry!/I beg your pardon) and *Disculpa/Discúlpame* (Excuse me). Have the students say this whenever they bump into each other. Review how to say *Lo siento, llego tarde* (I'm sorry, I'm late). Encourage students to say this whenever they are late to class. Encourage students to use these phrases throughout the year.

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General Outcome for Applications
Students will use Spanish in a variety of **situations** and for a variety of **purposes**.

A–4 to form, maintain and change interpersonal relationships

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • apologize and refuse politely?	
➢ **Rating Scale** Create an outcome-based rating scale and share it with students before they create their role-plays. Use the rating scale to assess how well students are able to apologize and refuse politely (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).	➢ None required.
➢ **Anecdotal Notes** Observe students in day-to-day situations. Note the extent to which students are able to apologize and refuse politely and record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).	➢ None required.

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General Outcome for Applications
Students will use Spanish in a variety of **situations** and for a variety of **purposes**.

A–5 to extend their knowledge of the world

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
A–5.1 discover and explore a. investigate the immediate environment	➢ **Exploring Your Environment** Have the students participate in a walkabout after reviewing vocabulary associated with senses. For example: – I hear _____ /*Oigo niños.* (I hear children.) – I smell _____ /*Huelo las flores.* (I smell flowers.) – I taste _____ /*Esto tiene gusto a menta/Sabe a menta.* (This tastes like mint.) – I see_____ /*Veo los árboles.* (I see trees.) – I feel _____ /*Siento las hojas/Toco las hojas.* (I feel the leaves.) Next, have the students share with a partner some of the things they experienced during their walkabout. **Alternative Activity** Have the students look for specific items related to a lexical field or items of specific colours. ➢ **What's In the Bag?** Fill a paper bag with a sensory item. Blindfold individual students and ask them to describe what they see, smell, touch and so on, using learned vocabulary. Audience members try to guess what is in the bag, based on the descriptions given by the blindfolded student. **Extension** Arrange students in partners and give each student an object. The students are not to show each other their objects. Student A asks Student B *¿Qué sientes?* (What do you feel?). Student B responds by describing the object; e.g., *oigo* (I hear), *siento* (I feel), *pruebo algo* (I taste something), *veo* (I see), *toco* (I touch), *huelo* (I smell). Student B tries to guess what the object is. If Student B guesses correctly, Student A describes his or her object to Student B.

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General Outcome for Applications
Students will use Spanish in a variety of **situations** and for a variety of **purposes**.

A–5 to extend their knowledge of the world

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • investigate the immediate environment?	
➢ **Anecdotal Notes** Observe students as they participate in the walkabout. Record anecdotal notes of the extent to which students are able to investigate the immediate environment (see sample blackline master in Appendix E: Anecdotal Notes).	➢ None required.
➢ **Observation Checklist** Create an outcome-based checklist and share it with students before they provide descriptions of the items in the paper bags. Use the checklist to assess if students are able to investigate the immediate environment (see sample blackline master in Appendix E: Observation Checklist).	➢ Blindfold, paper bag with sensory items (enough for several groups).

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General Outcome for Applications
Students will use Spanish in a variety of **situations** and for a variety of **purposes**.

A–5 to extend their knowledge of the world

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
A–5.1 discover and explore b. make and talk about personal observations	➢ **How Interesting!** Present students with an interesting object or visual. Invite students to make five simple oral observations about the object. Have them share their observations with a partner and discuss any similarities/differences in their observations. ➢ **Gallery Walk** Have the students create paintings and post them around the classroom in a gallery format. Give each student a checklist/commentary sheet and instruct students to travel around the classroom and observe the paintings. As students circulate throughout the room, they complete the checklist/commentary sheet to record their personal observations. Have the students share their observations with each other. For example: *Nombre de la Pintura* (Name of the painting): _____ *Artista* (Artist): _____ • *Lo que más me gusta de la pintura es* (What I like most about the painting is): _____ • *Los colores que me gustan más son* (The colours I like best are): _____ • *Cuándo pienso en esta pintura, siento* (When I think about this painting, I feel): _____ _____ • *Otros comentarios* (Other comments): _____

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General Outcome for Applications
Students will use Spanish in a variety of **situations** and for a variety of **purposes**.

A–5 to extend their knowledge of the world

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:
- make and talk about personal observations?

➢ **Self-assessment Checklist**
Create an outcome-based self-assessment checklist and share it with students before they make observations about the object or visual. Students use the checklist to determine if they are able to make and talk about personal observations (see sample blackline master in Appendix E: Self-assessment Checklist).

➢ **Peer-assessment Checklist**
With the students, collaboratively create an outcome-based peer-assessment checklist before they complete the checklist/ commentary sheet. Students use the checklist to determine if their peers are able to make and talk about personal observations (see sample blackline master in Appendix E: Peer-assessment Checklist).

MATERIALS

➢ Objects or interesting visual for discussion.

➢ Paints, pastels or other art supplies.

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General Outcome for Applications
Students will use Spanish in a variety of **situations** and for a variety of **purposes**.

A–5 to extend their knowledge of the world

	SPECIFIC OUTCOMES *Students will be able to:*	SAMPLE TEACHING AND LEARNING ACTIVITIES
A–5.2 gather and organize information	a. sequence items in different ways	➢ **Personal Time Line** Have the students create a personal time line detailing important events in their lives. Encourage students to include illustrations. Once their time lines are complete, have the students share them with the class and then post them around the classroom. ➢ **Ordering Sentences** Present the students with groups of connected sentences in random order. Have the students read the sentences and organize them in at least three different logical ways.

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General Outcome for Applications
Students will use Spanish in a variety of **situations** and for a variety of **purposes**.

A–5 to extend their knowledge of the world

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • sequence items in different ways?	
➢ **Rating Scale** Create an outcome-based rating scale and share it with students before they create their personal time lines. Use the rating scale to assess how well students are able to sequence items in different ways (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).	➢ None required.
➢ **Checklist and Comments** Create an outcome-based checklist and share it with students prior to having them sequence the sentences in logical ways. Use the checklist to assess if students are able to sequence items in different ways while tending to a logical order of events (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).	➢ Groups of connected sentences.

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General Outcome for Applications
Students will use Spanish in a variety of **situations** and for a variety of **purposes**.

A–5 to extend their knowledge of the world

SPECIFIC OUTCOMES		SAMPLE TEACHING AND LEARNING ACTIVITIES
	Students will be able to:	
A–5.2 gather and organize information	b. record and share personal knowledge of a topic	➢ **All about Me** As part of a weekly routine, give the students the opportunity to be *la Persona Especial* (the Special Person). Before class, have *la Persona Especial* prepare a poster with various photographs and information that tell about him or her. Each photograph should be labelled with a sentence in Spanish. Students may wish to include photographs of their family members; e.g., *María es mi mamá*. *Julio es mi hermano*. (Maria is my mom. Julio is my brother). As well, students should include pictures or photographs of activities that they like and don't like to do; e.g., *Me gusta jugar al hockey* (I like to play hockey), *No me gusta nadar* (I don't like to swim). Have the students present their posters to the class and then display the posters in the classroom. ➢ **Personal Knowledge Posters** Have the students prepare a poster on a topic with which they are familiar; e.g., hockey, soccer, piano, video games. Have the students then prepare a brief presentation in which they share their knowledge on the topic.

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General Outcome for Applications
Students will use Spanish in a variety of **situations** and for a variety of **purposes**.

A–5 to extend their knowledge of the world

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • record and share personal knowledge of a topic?	
➢ **Rubric** Collaboratively create an outcome-based rubric with the students before they prepare a presentation about themselves. Use the rubric to evaluate how well students are able to record and share personal knowledge of a topic (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).	➢ Poster materials.
➢ **Rating Scale** Create an outcome-based rating scale and share it with students before they create their posters. Use the rating scale to assess how well students are able to record and share personal knowledge of a topic (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).	➢ Poster paper, magazines, markers.

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General Outcome for Applications
Students will use Spanish in a variety of **situations** and for a variety of **purposes**.

A–5 to extend their knowledge of the world

SPECIFIC OUTCOMES		SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:		
A–5.3 solve problems	a. identify a problem and search for solutions	➢ **Identifying Language Needs** Review with students previously learned classroom phrases related to identifying and addressing language needs; e.g., *¿Cómo se dice "x" en español?* (How do you say "x" in Spanish?). Post these phrases around the room. Brainstorm with the students strategies for identifying and addressing their language needs. ➢ **Recorded Dialogues** In advance, prepare audio recorded dialogues about problematic situations; e.g., you can't find any resources in the school library for your project. Have the students identify the problem and discuss possible solutions. ➢ **Skits and Discussion** Organize students into small groups and give each group a problematic situation. Have the groups prepare a short skit to demonstrate the problematic situation to the class. One group then comes to the front of the class and acts out their situation. The other groups are to come up with suggestions or solutions as to how to solve the problem. Continue until all groups have had the opportunity to present their skits to the class.

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General Outcome for Applications
Students will use Spanish in a variety of **situations** and for a variety of **purposes**.

A–5 to extend their knowledge of the world

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • identify a problem and search for solutions?	
➢ **Anecdotal Notes** Observe students as they brainstorm solutions to the problem. Record anecdotal notes of the extent to which students are able to identify a problem and search for solutions (see sample blackline master in Appendix E: Anecdotal Notes).	➢ Posters and charts with classroom phrases.
➢ **Conferences** Conference with students and discuss the cues they used to identify a problem and the steps they took to search for solutions.	➢ Audio recording of problematic situations.
➢ **Learning Log** Have the students reflect on the skits and their ability to identify the problem and come up with solutions.	➢ None required.

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General Outcome for Applications
Students will use Spanish in a variety of **situations** and for a variety of **purposes**.

A–5 to extend their knowledge of the world

	SPECIFIC OUTCOMES *Students will be able to:*	SAMPLE TEACHING AND LEARNING ACTIVITIES
A–5.3 solve problems	b. choose from alternative solutions	➢ **So Many Choices** Provide students with scenarios in which they are asked to make choices; e.g., choosing an item from a menu but it is not available, choosing a movie that is sold out, choosing between television shows, choosing to go to a sporting event with a friend or staying home to watch your favourite television show. Divide the students into groups and have them discuss possible solutions. Have each group choose a "best" solution and present their choices to the rest of the class.

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General Outcome for Applications
Students will use Spanish in a variety of **situations** and for a variety of **purposes**.

A–5 to extend their knowledge of the world

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- choose from alternative solutions?

➢ **Observation Checklist**
Create an outcome-based checklist and share it with students before they discuss possible solutions and choose the one they think is best. Use the checklist to assess if students are able to choose from alternative solutions (see sample blackline master in Appendix E: Observation Checklist).

MATERIALS

➢ None required.

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General Outcome for Applications
Students will use Spanish in a variety of **situations** and for a variety of **purposes**.

A–5 to extend their knowledge of the world

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
A–5.4 explore opinions and values a. make connections between behaviour and values; e.g., in texts or role-play	➤ **What Should I Do?** Provide example situations that students may be faced with; e.g., – You see someone take money from a desk. – You see someone being bullied on the playground. – You break a vase, but no one sees you. Have the students describe what they would do in these situations and why. ➤ **Character Sketches** After reading a short story with Spanish characters, divide the students into groups and have them list some of the key actions of the main characters. Then have the groups discuss the following question: What do the actions of the characters tell you about them? Have the groups make character sketches describing the characters' values based on what they did and how they behaved in the story. Have the groups share their character sketches with one another. ➤ **What Do You Value?** Give the students a list of values; e.g., love of nature and keeping our environment clean, the importance of power and status, and the importance of sportsmanship and fair play. Divide the students into groups and have them create simple role-plays based on these values. Encourage them to express these values through the actions of the characters in their role-plays.

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General Outcome for Applications
Students will use Spanish in a variety of **situations** and for a variety of **purposes**.

A–5 to extend their knowledge of the world

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:
- make connections between behaviour and values?

➢ **Conferences**
Meet with individual students or groups of students to discuss how they decided what to do in each situation. Encourage students to notice the relationship between what you do (behaviour) and what you believe to be right (values).

➢ **Self-assessment Checklist**
Create an outcome-based self-assessment checklist and share it with students before they create their character sketches. Students use the checklist to determine if they are able to make connections between behaviour and values (see sample blackline master in Appendix E: Self-assessment Checklist).

➢ **Anecdotal Notes**
Observe students as they create and perform role-plays based on behaviour and values. Record anecdotal notes of the extent to which students are able to make connections between behaviour and values (see sample blackline master in Appendix E: Anecdotal Notes).

MATERIALS

➢ Example situations.

➢ Story with Spanish characters.

➢ List of values.

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General Outcome for Applications
Students will use Spanish in a variety of **situations** and for a variety of **purposes**.

A–5 to extend their knowledge of the world

	SPECIFIC OUTCOMES *Students will be able to:*	SAMPLE TEACHING AND LEARNING ACTIVITIES
A–5.4 explore opinions and values	b. recognize and respect differences of opinion	➢ **What Do You Think?** Present the class with a unique sculpture or painting. Have the students express their own opinions and accept the opinions of others, and encourage them to realize there are no right or wrong opinions. ➢ **Group Discussion** Organize students into small groups. Have each group prepare a list of questions involving preferences; e.g., *¿Qué sabor de helado prefieres, chocolate o fresa?* (What kind of ice cream do you prefer, chocolate or strawberry?). Have the students discuss their opinions on foods, types of music, movies, television and so on. Encourage them to be respectful of the opinions of others, even if they don't agree with them.

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General Outcome for Applications
Students will use Spanish in a variety of **situations** and for a variety of **purposes**.

A–5 to extend their knowledge of the world

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- recognize and respect differences of opinion?

➢ **Anecdotal Notes**
Observe students as they express and discuss their opinions on a unique sculpture or painting. Record anecdotal notes of the extent to which students are able to recognize and respect differences of opinion (see sample blackline master in Appendix E: Anecdotal Notes).

➢ **Anecdotal Notes**
Observe students as they discuss their opinions in groups. Note the extent to which students are able to recognize and respect differences of opinion and record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

MATERIALS

➢ Sculpture or painting.

➢ None required.

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General Outcome for Applications
Students will use Spanish in a variety of **situations** and for a variety of **purposes**.

A–6 for imaginative purposes and personal enjoyment

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. use the language for fun *(continued)*	➢ **Simon Says** Have the students repeat your actions only if they hear *Simon dice* (Simon Says) at the beginning of your commands. For example: *Simon dice escúchen* (Simon says listen). Other commands (see Appendix B: Vocabulary and Classroom Expressions) that could be used are: – *miren* (look) – *siéntense* (sit) – *párense* (stop) – *cállense* (be quiet) – *abran …(un libro)* (open … [a book]) – *cierren …(la puerta)* (close… [the door]) After several rounds, have a student come to the front and play Simon Says. To further challenge your students, perform an action that does not match the called out expression. For example, *Simon dice siéntense* (Simon says sit), while putting your hands on your head. ➢ **What Time Is It, Mr. Wolf?** Engage the students in the Spanish version of the game What Time Is It, Mr. Wolf? Review time and number vocabulary. Take the students to the gymnasium or another appropriate location. Stand at one end of the gym with your back to the students. Have the students line up shoulder-to-shoulder at the opposite end of the room. Have the students, in unison, ask *¿Qué hora es, Señor Lobo?* (What time is it, Mr. Wolf?). Reply with a time; e.g., *Son las cuatro.* (It's four o'clock). Together, the students take four steps and count aloud in Spanish as they step forward; e.g., *uno* (one), *dos* (two), *tres* (three), *cuatro* (four). Eventually, once the students are close, respond by saying *¡Almuerzo!* (Lunch!), and run to chase the students. The tagged students become *lobos* (wolves) with the teacher. The game continues until there is only one student left. ➢ **What Do You Think Is Fun?** Allow students to choose activities that they think are fun. This may be done in small groups or as a whole class.

A–6.1 humour/fun

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General Outcome for Applications
Students will use Spanish in a variety of **situations** and for a variety of **purposes**.

A–6 for imaginative purposes and personal enjoyment

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • use the language for fun?	
➢ **Anecdotal Notes** Observe students as they play Simon Says. Note the extent to which students are able to use the language for fun and record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).	➢ None required.
➢ **Rating Scale** Create an outcome-based rating scale and share it with students before they play What Time Is It, Mr. Wolf? Use the rating scale to assess how well students are able to use the language for fun (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).	➢ Large playing area.
➢ **Learning Log** Have the students reflect on their use of Spanish for fun and enjoyment. For example: – I found it interesting that … – I liked … – I want to use Spanish to …	➢ Variety of activities, games and materials.

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General Outcome for Applications
Students will use Spanish in a variety of **situations** and for a variety of **purposes**.

A–6 for imaginative purposes and personal enjoyment

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
A–6.1 humour/fun a. use the language for fun	➢ **Comedy Presentations** Teach a variety of simple poems, nonsense rhymes or tongue twisters in Spanish. Working in groups, have students practise these poems, rhymes and tongue twisters and prepare a short comedy presentation that they can perform for their classmates or other Spanish classes in the school. Consider video recording these presentations for viewing by the students. ➢ **Last One Standing** Ask the students to stand up, then show a flash card with a picture or word. The first student to correctly identify the picture or word begins the game. The object of the game is to eliminate others and be the last one standing. Students who correctly identify the picture or word have three choices: They can make the students in their row sit down, the students in their column sit down or the students in a diagonal line sit down. Either way, they remain standing. The game continues until only one person is left standing. If no one standing can answer correctly, but a previously disqualified person knows the answer, he or she can re-enter the game by giving the correct answer.

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General Outcome for Applications
Students will use Spanish in a variety of **situations** and for a variety of **purposes**.

A–6 for imaginative purposes and personal enjoyment

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:
- use the language for fun?

➢ **Observation Checklist**
Create an outcome-based checklist and share it with students before they prepare their comedy presentations. Use the checklist to assess if students are able to use the language for fun (see sample blackline master in Appendix E: Observation Checklist).

➢ **Learning Log**
Have the students reflect on how well they are able to use Spanish for fun. What other ways can they think of for using Spanish for fun? Do they have suggestions for other games to play in the future?

MATERIALS

➢ Simple poems, nonsense rhymes, tongue twisters, simple jokes.

➢ Flash cards with pictures or words.

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General Outcome for Applications
Students will use Spanish in a variety of **situations** and for a variety of **purposes**.

A–6 for imaginative purposes and personal enjoyment

A–6.2
creative/aesthetic purposes

SPECIFIC OUTCOMES *Students will be able to:*	SAMPLE TEACHING AND LEARNING ACTIVITIES
a. use the language creatively	➢ **Food Fair** If possible, take students to visit and/or dine at a restaurant that serves Spanish food. Collect sample menus. Have the students create a *Feria de Comidas* (Food Fair) in class. Then, work in groups to prepare a menu (with pictures and text) as well as possible food samples for a Spanish restaurant. ➢ **Change the Words** Provide students with a simple well-known tune, and then have them create a song using that tune. The song could be a way to memorize numbers, days of the week and so on. ➢ **Charades** Review basic vocabulary related to a previously studied lexical field and then write these words onto small flash cards. Divide the students into teams of three or four, and give each team a whiteboard or a piece of paper on which to write. Have a student from the first team come to the front of the classroom and draw a card from the pile of flash cards, then mime the vocabulary for the entire group. Have the teams write down their answers on their paper or whiteboards. After 10 seconds, have them share their answers at the same time (turn their whiteboards or paper around). Teams with the correct answer will be awarded a point. Continue the game until all students have had an opportunity to mime a vocabulary word. ➢ **Collages and Word Art** Have the students create collages to depict groups of related vocabulary words; e.g., weather, transportation, feelings. Display these collages in the classroom. Have the students use computers to create word art in Spanish by playing with the size of the font, italics and Roman characters, underlining, colour and boldface. Encourage the students to convey meaning in their font choices. For example: pequeño (Small) GRANDE (BIG) *Cansado (Tired)* FURIOSO! (ANGRY!)

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General Outcome for Applications
Students will use Spanish in a variety of **situations** and for a variety of **purposes**.

A–6 for imaginative purposes and personal enjoyment

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:
- use the language creatively?

➢ **Rubric**
Collaboratively create an outcome-based rubric with the students before they create restaurant menus. Use the rubric to evaluate how well students are able to use the language creatively (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

➢ **Self-assessment Checklist**
Create an outcome-based self-assessment checklist and share it with students before they create their own Spanish songs, jingles and rhymes. Students use the checklist to determine if they are able to use the language creatively (see sample blackline master in Appendix E: Self-assessment Checklist).

➢ **Checklist and Comments**
Create an outcome-based checklist and share it with students before they play charades. Use the checklist to assess if students are able to use the language creatively (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

➢ **Portfolio/Conferences**
Encourage students to include their collage or word art in their portfolios. Meet with the students and discuss what they found most challenging about using Spanish creatively. Have them list other ways that they could use Spanish creatively. Are there any other activities they would like to try?

MATERIALS

➢ Restaurant menus.

➢ Several well-known songs, jingles, nursery rhymes.

➢ Vocabulary words written on flash cards, small whiteboards (if available) or paper.

➢ Paper, magazines, scissors, glue, computers, printer.

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General Outcome for Applications
Students will use Spanish in a variety of **situations** and for a variety of **purposes**.

A–6 for imaginative purposes and personal enjoyment

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. use the language for personal enjoyment	➢ **My Personal Dictionary** Have the students create a personal dictionary of Spanish vocabulary they find particularly interesting or fun to say. Have the students illustrate the words and present them in an inventive way and add to their dictionaries throughout the year. ➢ **Let's Sing!** Teach the students the lyrics to a contemporary Spanish pop song. Consider presenting the song to other students in the school or during a school-wide assembly. ➢ **Enjoy Your Time** Allow students some free time to participate in activities that they personally enjoy; e.g., reading a Spanish book quietly, listening to Spanish music, watching Spanish cartoons, watching sporting events in Spanish. ➢ **Daily Routine** As part of the classroom routine, e.g., on Game-day Fridays, allow students to choose between various activities. Encourage the students to use learned vocabulary and phrases when selecting the activity.

A–6.3 personal enjoyment

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General Outcome for Applications
Students will use Spanish in a variety of **situations** and for a variety of **purposes**.

A–6 for imaginative purposes and personal enjoyment

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:
- use the language for personal enjoyment?

➢ **Conferences**
Conference with students and have them share their personal dictionaries. Note how students use Spanish for personal enjoyment.

➢ **Checklist and Comments**
Create an outcome-based checklist and share it with students before they learn the lyrics to a popular Spanish song. Use the checklist to assess if students are able to use the language for personal enjoyment (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

➢ **Self-assessment Checklist**
Create an outcome-based self-assessment checklist and share it with students before they choose free time activities. Students use the checklist to determine if they are able to use the language for personal enjoyment (see sample blackline master in Appendix E: Self-assessment Checklist).

➢ **Learning Log**
Have the students reflect on their ability and willingness to use the language for personal enjoyment.

MATERIALS

➢ None required.

➢ Popular Spanish songs and their lyrics.

➢ Variety of activities.

➢ None required.

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Language Competence

General Outcome for Language Competence
Students will use Spanish **effectively** and **competently**.

LC–1 attend to form

SPECIFIC OUTCOMES *Students will be able to:*	SAMPLE TEACHING AND LEARNING ACTIVITIES
LC–1.1 phonology a. distinguish particular sounds of the language; e.g., rhyming words *(continued)*	➤ **Rhyme and Rhythm** Use *trabalenguas* (tongue twisters) to help students distinguish between particular sounds. Short rhyming poems are also useful tools; e.g., *a-a-a, mi gatita mal está.* (My kitten is not well.) A *El burro se va.* (The donkey is going.) E *El burro se fue.* (The donkey went.) I *El burro está aquí.* (The donkey is here.) O *El burro soy yo.* (The donkey is me.) U *El burro eres tú.* (The donkey is you.) ➤ **Bingo** Make bingo cards or have the students make cards that use five different Spanish letters or sounds instead of the letters BINGO. The squares are then filled with words that contain the consonants and vowels or sounds. The caller calls out the randomly selected words. Each student who has the called word must say it aloud and mark it off his or her card.

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General Outcome for Language Competence
Students will use Spanish **effectively** and **competently**.

LC–1 attend to form

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • distinguish particular sounds of the language?	
➢ **Checklist and Comments** Create an outcome-based checklist and share it with students before they learn rhymes and tongue twisters. Use the checklist to assess if students are able to distinguish particular sounds of the language (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).	➢ Spanish rhyming songs and chants.
➢ **Anecdotal Notes** Observe students as they play bingo. Record anecdotal notes of the extent to which students are able to distinguish particular sounds of the language (see sample blackline master in Appendix E: Anecdotal Notes).	➢ Bingo cards, markers.

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General Outcome for Language Competence
Students will use Spanish **effectively** and **competently**.

LC–1 attend to form

LC–1.1 phonology

SPECIFIC OUTCOMES *Students will be able to:*	SAMPLE TEACHING AND LEARNING ACTIVITIES
a. distinguish particular sounds of the language; e.g., rhyming words	➢ **Collecting Sounds** Have the students search dictionaries, books, the Internet and magazines for common words beginning with specific letters (*ll, l, v, b*) or containing specific sounds. Have the students create lists of these words on chart paper, post them in the classroom and practise reading them regularly. Assign a particular sound for students to search for around the classroom. Give the students one minute to write down all the words they can find that contain that sound. **Caution** Students should be monitored when they use the Internet. **Extension** Have the students learn a repertoire of songs to reinforce Spanish letter sounds and the alphabet. Short rhyming poems and tongue twisters are also effective means of distinguishing Spanish sounds. ➢ **Sound Hoop Ball** Create lists of words that contain specific sounds. Line up a row of hoops, buckets or baskets, and label them with these sounds. Divide students into teams and have them line up their first players at the throw line. Say a word from the list and the students must throw a small ball or beanbag through the correct hoop. The first student to get his or her ball or beanbag through the correct hoop gets three points, the second gets two and the third gets one.

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General Outcome for Language Competence
Students will use Spanish **effectively** and **competently**.

LC–1 attend to form

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • distinguish particular sounds of the language?	
➢ **Anecdotal Notes** Observe students as they create lists of words beginning with specific letters or sounds. Note the extent to which students are able to distinguish particular sounds of the language and record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).	➢ Dictionaries, books, magazines, Internet, chart paper, markers.
➢ **Self-assessment Checklist** Create an outcome-based self-assessment checklist and share it with students before they play Sound Hoop Ball. Students use the checklist to evaluate how well they are able to distinguish particular sounds of the language (see sample blackline master in Appendix E: Self-assessment Checklist).	➢ Hoops, baskets or buckets, balls or beanbags, labels, list of words.

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General Outcome for Language Competence
Students will use Spanish **effectively** and **competently**.

LC–1 attend to form

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to: **LC–1.1** phonology b. use comprehensible pronunciation, stress and intonation when producing familiar words or phrases	➢ **Ticket Out the Door** As an exit activity, have students say something to you before they leave the room; e.g., greetings, farewells, classroom words, body parts, food items. This could be extended to require more complex forms, i.e., sentences, as well. For example: – *¡Adiós!* (Goodbye.) – *¡Hasta mañana!* (Until tomorrow. See you tomorrow.) – *¡Nos vemos!* (See you later.) ➢ **Perfect Pronunciation** Divide the class into two groups. Provide each group with a set of word or expression cards. Alternating from group to group, have a student read a word or an expression card. When the student pronounces the word or expression correctly, the group earns one point. ➢ **Change Your Intonation** Arrange the students in pairs. Have the students use simple phrases in Spanish to modify their intonation to make the phrase into a question, an imperative or a simple statement. For example: – *Esto es una pluma/bolígrafo.* (This is a pen.) – *¿Esto es una pluma/bolígrafo?* (Is this a pen?) – *¡Esto es una pluma/bolígrafo!* (This is a pen!) ➢ **Telephone** Divide the students into teams. Whisper a word or phrase to the first player of each team. That word is whispered down the line of players of each team. The last member of the team says the word spoken to them. If the last player's word is correct, the team gets a point. Rotate the order of the players so that there is a new first player, and continue with another word or phrase to whisper down the line.

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General Outcome for Language Competence
Students will use Spanish **effectively** and **competently**.

LC–1 attend to form

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • use comprehensible pronunciation, stress and intonation when producing familiar words or phrases?	
➢ **Observation Checklist** Create an outcome-based checklist and share it with students before introducing the Ticket Out the Door activity. Use the checklist to assess if students are able to use comprehensible pronunciation, stress and intonation when producing familiar words or phrases (see sample blackline master in Appendix E: Observation Checklist).	➢ None required.
➢ **Anecdotal Notes** Observe students as they take turns reading word or expression cards. Note the extent to which students are able to use comprehensible pronunciation, stress and intonation when producing familiar words or phrases and record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).	➢ Word or expression cards (2 sets).
➢ **Peer-assessment Checklist** With the students, collaboratively create an outcome-based peer-assessment checklist before they practise their intonation. Students use the checklist to determine if their peers are able to use comprehensible pronunciation, stress and intonation when producing familiar words or phrases (see sample blackline master in Appendix E: Peer-assessment Checklist).	➢ None required.
➢ **Learning Log** Have the students reflect on their learning and how well they were able to use comprehensible pronunciation, stress and intonation when producing familiar words or phrases. For example: – I found it interesting that … – I learned that …	➢ None required.

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General Outcome for Language Competence
Students will use Spanish **effectively** and **competently**.

LC–1 attend to form

	SPECIFIC OUTCOMES *Students will be able to:*	SAMPLE TEACHING AND LEARNING ACTIVITIES
LC–1.2 orthography	a. copy familiar words, phrases and sentences	➢ **Sentence Building** Have the students participate in a sentence-building activity in which each student is given an envelope of cut-up sentence strips. Have the students build the sentence, copy it on a sheet of paper, then exchange their envelope for another. Envelopes should be labelled to ensure students choose a different set each time and build a variety of sentences. ➢ **Classroom Copying** Have the students copy words and phrases from the board. Divide the students into groups and have them copy a short text and then exchange it with another group member to correct. Have the groups discuss things they found difficult, or common mistakes they noticed in the group, and what strategies they could use to improve their writing.

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General Outcome for Language Competence
Students will use Spanish **effectively** and **competently**.

LC–1 attend to form

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- copy familiar words, phrases and sentences?

➢ **Anecdotal Notes**
Observe students as they participate in the sentence-building activity. Record anecdotal notes of the extent to which students are able to copy familiar words, phrases and sentences (see sample blackline master in Appendix E: Anecdotal Notes).

➢ **Self-assessment Checklist and Goal Setting**
Create an outcome-based self-assessment checklist and share it with students before they copy words and phrases from the board. Students use the checklist to determine if they are able to copy familiar words, phrases and sentences. Encourage students to set goals for future learning (see sample blackline master in Appendix E: Self-assessment Checklist and Goal Setting).

MATERIALS

➢ Sentence strips, envelopes.

➢ None required.

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General Outcome for Language Competence
Students will use Spanish **effectively** and **competently**.

LC–1 attend to form

SPECIFIC OUTCOMES *Students will be able to:*	SAMPLE TEACHING AND LEARNING ACTIVITIES
LC–1.2 orthography b. recognize and name some elements of the writing system; e.g., accent marks	➢ **Accents for Accuracy** Introduce the importance of the accent in the Spanish language. Accents can be used to differentiate the meanings of words. For example: – *el papá* (dad) – *la papa* (potato) – *el Papa* (Pope) Accents also show changes in emphasis when speaking. For example: – *¿Por qué?* (Why?) – *Porque* (Because) Provide students with a simple Spanish text. Have the students identify words with accent marks and practise pronouncing them. Then have a class discussion on the proper pronunciation of these words.

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General Outcome for Language Competence
Students will use Spanish **effectively** and **competently**.

LC–1 attend to form

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- recognize and name some elements of the writing system?

➢ **Anecdotal Notes**
Observe students as they identify words with accent marks. Note the extent to which students are able to recognize and name some elements of the writing system and record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

MATERIALS

➢ Simple Spanish text.

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Students will use Spanish **effectively** and **competently**.

LC–1 attend to form

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to: **LC–1.3** lexicon a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields, including: – my home – my community – people around me – domestic and wild animals – games and songs – any other lexical fields that meet their needs and interests *(continued)*	➢ **Word Relay** Divide the class into two teams and divide the board so that each team gets its own space. The first team member is given a piece of chalk or a marker. Set the topic; e.g., colour, verbs, weather words. When the students hear *vayan* (go), the first person from each team runs to the board and writes a word on topic and then goes back and passes the chalk or marker to the next person. The relay continues until all students have had the opportunity to participate. **Extension** Have the students develop lists of words in their personal dictionaries that are related to a particular lexical field. Have them add to these lists throughout the year. ➢ **All about Me** Have the students bring in a poster with pictures of themselves, their homes, families, community and any pets they may have. Have them prepare a brief presentation to explain the poster to their classmates.

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General Outcome for Language Competence
Students will use Spanish **effectively** and **competently**.

LC–1 attend to form

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields?	
➢ **Self-assessment Checklist** Create an outcome-based self-assessment checklist and share it with students before they play the word relay game. Students use the checklist to determine if they are able to use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields (see sample blackline master in Appendix E: Self-assessment Checklist).	➢ None required.
➢ **Rubric** Collaboratively create an outcome-based rubric with the students before they create posters about themselves. Use the rubric to evaluate how well students are able to use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).	➢ Poster materials.

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General Outcome for Language Competence
Students will use Spanish **effectively** and **competently**.

LC–1 attend to form

	SPECIFIC OUTCOMES *Students will be able to:*	SAMPLE TEACHING AND LEARNING ACTIVITIES
LC–1.3 lexicon	a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields, including: – my home – my community – people around me – domestic and wild animals – games and songs – any other lexical fields that meet their needs and interests	➢ **Community Workers** Teach students the vocabulary related to the various professions and trades of people in their community. If possible, invite Spanish-speaking professionals from the community to discuss their jobs with students. Encourage the students to ask questions in Spanish. ➢ **Games and Songs Around the World** Organize students into small groups. Have each group research a game or song from a different Spanish-speaking country and present it to the class. Encourage the students to include important vocabulary and phrases in their presentations.

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General Outcome for Language Competence
Students will use Spanish **effectively** and **competently**.

LC–1 attend to form

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields?

➢ **Observation Checklist**
Create an outcome-based checklist and share it with students before introducing vocabulary related to various professions. Use the checklist to assess if students are able to use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields (see sample blackline master in Appendix E: Observation Checklist).

➢ **Rubric**
Collaboratively create an outcome-based rubric with students before they research games and songs from Spanish-speaking countries. Use the rubric to evaluate how well students are able to use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

MATERIALS

➢ Guest speakers.

➢ Internet access, library.

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General Outcome for Language Competence
Students will use Spanish **effectively** and **competently**.

LC–1 attend to form

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
LC–1.4 grammatical elements a. use, in modelled situations,★ the following grammatical elements: – question words: [¿…?] *qué, cómo, dónde, por qué, cuándo* – prepositions – *ir, tener* (present tense) 1st, 2nd and 3rd person plural – *ser* (present tense) 1st, 2nd and 3rd person plural – regular -*ar* verbs (present tense all forms) – *nos, os, les, gusta/gustan* – commonly used conjunctions – *estar* (present tense) 1st, 2nd and 3rd person plural – common adverbs (classroom use): *aquí, ahí, allá, allí* – subject pronouns: 1st, 2nd and 3rd person singular *(continued)*	➤ **Daily Weather Report** Establish a routine in which you ask students to report on the weather on a daily basis. For example: – *¿Cómo está el clima hoy?/¿Cómo está el tiempo hoy?/¿Qué día hace hoy?* (What is the weather like today?) – *¿Cuál es la temperatura hoy?/¿A qué temperatura estamos?* (What is the temperature?) – *¿Qué tiempo hace?* (What is the weather like today?) – *Hoy está nevando.* (It is snowing today.) – *Hoy está lloviendo.* (It is raining today.) – *Hoy hace frío.* (It is cold today.) Based on the weather, have the students make suggestions for dressing appropriately. For example: *Hoy está nevando. Pónganse un súeter, una bufanda, un sombrero, las guantes y las botas.* (It is snowing today. Put on a sweater, a scarf, a hat, gloves and boots.) ➤ **Blindman's Bluff** Organize the students into pairs. Blindfold one student and the other student is the leader. Using directions in Spanish, e.g., *a la derecha* (to the right), *a la izquierda* (to the left), *al lado de* (beside), *delante de* (in front of), *cerca* (close), *lejos* (far), *en frente de* (opposite-facing), the leaders guide the blindfolded students to a particular destination. ➤ **Where Is It?** Arrange the students into pairs. Give each group a world map. Choose one country to describe in relation to Canada, but do not reveal it to the students. Students use question words to ask for the location of the country. For example: *¿Cúal es el país al sur de Canadá?* (What is south of Canada?) *Es al norte de Guatemala.* (It is north of Guatemala). Have the students use their maps to locate the country. ★ Modelled Situations: This term is used to describe learning situations where a model of specific linguistic elements is consistently provided and immediately available. Students in such situations will have an emerging awareness of the linguistic elements and will be able to apply them in limited situations. Limited fluency and confidence characterize student language.

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General Outcome for Language Competence
Students will use Spanish **effectively** and **competently**.

LC–1 attend to form

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- use, in modelled situations, the [given] grammatical elements?

➢ **Anecdotal Notes**
Observe students as they participate in daily weather reporting. Record anecdotal notes of the extent to which students are able to use, in modelled situations, the given grammatical elements; e.g., question words and *estar* (see sample blackline master in Appendix E: Anecdotal Notes).

➢ **Peer-assessment Checklist**
With the students, collaboratively create an outcome-based peer-assessment checklist before they play Blindman's Bluff. Students use the checklist to determine if their peers are able to use, in modelled situations, the given grammatical elements; e.g., prepositions and common adverbs *aquí, ahí, allá, allí* (see sample blackline master in Appendix E: Peer-assessment Checklist).

➢ **Self-assessment Checklist**
Create an outcome-based self-assessment checklist and share it with students prior to beginning the activity. Students use the checklist to determine if they are able to use, in modelled situations, the given grammatical elements; e.g., questions words, subject pronouns and prepositions (see sample blackline master in Appendix E: Self-assessment Checklist).

MATERIALS

➢ Optional: Spanish weather calendar.

➢ Blindfold.

➢ Map, globe.

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General Outcome for Language Competence
Students will use Spanish **effectively** and **competently**.

LC–1 attend to form

SPECIFIC OUTCOMES *Students will be able to:*	SAMPLE TEACHING AND LEARNING ACTIVITIES
LC–1.4 grammatical elements a. use, in modelled situations, the following grammatical elements: – question words: [¿…?] *qué, cómo, dónde, por qué, cuándo* – prepositions – *ir, tener* (present tense) 1st, 2nd and 3rd person plural – *ser* (present tense) 1st, 2nd and 3rd person plural – regular *-ar* verbs (present tense all forms) – *nos, os, les, gusta/gustan* – commonly used conjunctions – *estar* (present tense) 1st, 2nd and 3rd person plural – common adverbs (classroom use): *aquí, ahí, allá, allí* – subject pronouns: 1st, 2nd and 3rd person singular	➢ **Creating Compound Sentences** Arrange students into small groups. Give each group several cards with sentence starters, adjectives, nouns and conjunctions. Have the students arrange the cards to create compound sentences using the conjunctions. For example: *Me gusta la camiseta y la bolsa, pero no me gustan los zapatos.* (I like the shirt and the purse, but I don't like the shoes.) ➢ **Verb Dialogue** Organize students into small groups and have them prepare a short dialogue using the present tense of the following verbs: *comer* (to eat), *hablar* (to speak), *mirar* (to look at), *escuchar* (to listen to), *escribir* (to write), *ir* (to go), *tener* (to have).

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General Outcome for Language Competence
Students will use Spanish **effectively** and **competently**.

LC–1 attend to form

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- use, in modelled situations, the [given] grammatical elements?

➢ **Learning Log**
Have the students reflect on their ability to use conjunctions to create compound sentences. Have them reflect on how they may use this skill in the future and how it will improve their writing.

➢ **Checklist and Comments**
Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to use, in modelled situations, the given grammatical elements; e.g., regular *-ar* verbs (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

MATERIALS

➢ Word and phrase strips.

➢ None required.

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General Outcome for Language Competence
Students will use Spanish **effectively** and **competently**.

LC–1 attend to form

SPECIFIC OUTCOMES

Students will be able to:

LC–1.4 grammatical elements

b. use, in structured situations,★ the following grammatical elements:
- affirmative, negative and interrogative sentences (1st, 2nd and 3rd person singular and plural)
- possessive adjectives: *mi, mis, tu, tus, su, sus*
- *ser* (present tense) 1st, 2nd and 3rd person singular
- *estar* (present tense) 1st, 2nd and 3rd person singular
- *me/te/le gusta/gustan*
- common adverbs (classroom use): *muy, hoy, mañana*
- *hay*
- *ir, tener* (present tense) 1st, 2nd and 3rd person singular
- subject pronouns (all forms)
- definite articles: *el, la, los, las*
- indefinite articles: *un, una, unos, unas*
- noun–adjective agreement: number and gender

SAMPLE TEACHING AND LEARNING ACTIVITIES

➢ **Triple Pair Share**
Divide the students into groups of three. One student becomes the Questioner, one the Responder, and the third the Recorder. Provide the groups with contexts for speaking complete sentences in Spanish, using learned vocabulary and focusing on specific grammatical elements. For example:
¿Qué hay en _____ *?* (What is in the _____?)
(backpack, fridge, classroom, kitchen, bedroom, house …)

Model how to do this activity with two students and provide a handout describing the flow of the activity. For example:

Questioner: *¿Qué hay en el la clase?* (What is in the classroom?)
Responder: *Hay unas plumas, un globo, una pizarra, unas sillas* (There are some pens, a globe, chalkboard, chairs.)
Questioner [asks several questions about the items]: *¿Dijiste que hay una pluma?¿Hay unas sillas? ¿Quién tiene un lápiz?* (Did you say that there is a pen? There are chairs? Who has a pencil?)
Responder: *Sí, hay una pluma y hay unas sillas. Mary tiene un lapiz.* (Yes, there is a pen and there are some chairs. Mary has a pencil.)
Recorder (records all items as mentioned): *Mary tiene un lápiz. Johnny tiene unas plumas, yo tengo un globo.* (Mary has a pencil. Johnny has some pens, I have a globe.)

The recorder can assist the responder to remember items he or she may have forgotten. Have references available so students can look up any vocabulary they might not have previously learned. Repeat activity with students changing roles.

★ Structured Situations: This term is used to describe learning situations where a familiar context for the use of specific linguistic elements is provided and students are guided in the use of these linguistic elements. Students in such situations will have increased awareness and emerging control of the linguistic elements and will be able to apply them in familiar contexts with teacher guidance. Student language is characterized by increasing fluency and confidence.

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General Outcome for Language Competence
Students will use Spanish **effectively** and **competently**.

LC–1 attend to form

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- use, in structured situations, the [given] grammatical elements?

➢ **Rating Scale**
Create an outcome-based rating scale and share it with students prior to beginning the Triple Pair Share activity. Use the rating scale to assess how well students are able to use, in structured situations, the given grammatical elements; e.g., affirmative, negative and interrogative sentences, indefinite articles and *hay* (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

MATERIALS

➢ Sentence strips or posters with vocabulary and phrases to be learned, Spanish–English dictionaries, student-created personal dictionaries (if available).

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General Outcome for Language Competence
Students will use Spanish **effectively** and **competently**.

LC–2 interpret and produce texts

LC–2.1
aural interpretation

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. understand short, simple oral texts in guided situations	➢ **Listen and Answer** Read a short, simple text (one or two paragraphs) on a previously studied lexical field; e.g., seasons, weather, clothing, home, community. Have the students answer simple questions about the text, individually or in groups. Alternatively, have the students write a short summary of the text or draw a picture that illustrates it. ➢ **Drawing from Directions** Have the students follow simple oral instructions to create a simple drawing or picture. ➢ **Spanish Recipes** Demonstrate and explain in Spanish how to prepare a simple Spanish food item from a recipe. Divide the students into groups and provide them with simple Spanish recipes to choose from. Ensure that the vocabulary for all recipes is known or introduced and posted. Recipes for typical Spanish/Mexican foods served for a holiday, fiesta, snacks or meals provide good cultural links. Have the groups practise and then present to the class—explaining the recipe, preparing the item and sharing the final product. Compile a Spanish recipe book for students, encouraging them to try the recipes at home. ➢ **Who Is It?** Post several pictures of different people, numbering each picture. Describe each person in turn, without indicating the person being described. Have the students guess who you are describing by providing the name or number on the picture of that person.

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General Outcome for Language Competence
Students will use Spanish **effectively** and **competently**.

LC–2 interpret and produce texts

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:
- understand short, simple oral texts in guided situations?

➢ **Observation Checklist**
Create an outcome-based checklist and share it with students prior to reading a short, simple text in Spanish. Use the checklist to assess if students are able to understand short, simple oral texts in guided situations (see sample blackline master in Appendix E: Observation Checklist).

➢ **Anecdotal Notes**
Observe students as they follow instructions to create simple drawings or pictures. Record anecdotal notes of the extent to which students are able to understand short, simple oral texts in guided situations (see sample blackline master in Appendix E: Anecdotal Notes).

➢ **Learning Log**
Have the students reflect on how well they were able to understand the instructions to make the recipe; e.g., using sentence starters such as:
- I learned that …
- I liked …
- If I did not know a word, I …

➢ **Informal Observation**
Observe students as they identify pictures from the oral clues given. Note the extent to which students are able to understand short, simple oral texts in guided situations. Offer feedback, encouragement and praise as needed.

MATERIALS

➢ Short, simple texts in Spanish.

➢ Simple instructions to create a picture, "Color It on the 100s Chart" by Marcy Cook (optional).

➢ Simple recipes for traditional Spanish foods, ingredients to make those recipes, cooking equipment, dishes, cutlery, compiled cookbooks.

➢ Numbered pictures of different people posted around the classroom.

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General Outcome for Language Competence
Students will use Spanish **effectively** and **competently**.

LC–2 interpret and produce texts

SPECIFIC OUTCOMES *Students will be able to:*	SAMPLE TEACHING AND LEARNING ACTIVITIES
LC–2.2 oral production a. produce simple oral sentences in guided situations	➢ **Origami Finger Game** Students create a cut-and-fold finger game (see Origami Finger Game Folding Directions in Appendix C: Planning Tools). On the four outside sections, have the students spell out four different colours. On the eight middle sections, have them spell out eight numbers. On the inside sections, have them write eight common questions related to a theme being studied, using vocabulary they have learned. Working in pairs or groups of three, have the students play the Origami Finger Game with each other. Encourage the students to use Spanish as much as possible. ➢ **Role-play** In small groups, have the students create a skit or a puppet play using simple sentences and dialogue based on lexical fields previously studied. ➢ **Thematic Collages** Have the students cut out pictures from magazines and prepare collages related to the theme being taught. Have the students work in small groups, taking turns describing one of the pictures in the collage. The other group members must try to guess which picture is being described in Spanish.

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General Outcome for Language Competence
Students will use Spanish **effectively** and **competently**.

LC–2 interpret and produce texts

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- produce simple oral sentences in guided situations?

➢ **Anecdotal Notes**
Observe students as they ask and answer questions in the Origami Finger Game activity. Note the extent to which students are able to produce simple oral sentences in guided situations (see sample blackline master in Appendix E: Anecdotal Notes).

➢ **Learning Log**
Have the students reflect on their ability to produce simple oral sentences in guided situations; e.g., using sentence starters:
- I like …
- I can …
- I need practice with …

➢ **Observation Checklist**
Create an outcome-based checklist and share it with students before they take turns describing the pictures. Use the checklist to assess if students are able to produce simple oral sentences in guided situations (see sample blackline master in Appendix E: Observation Checklist).

MATERIALS

➢ Scissors, coloured pencils.

➢ Optional: puppets.

➢ Magazines, glue, paper, scissors.

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General Outcome for Language Competence
Students will use Spanish **effectively** and **competently**.

LC–2 interpret and produce texts

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
LC–2.3 interactive fluency a. engage in simple interactions, using simple sentences	➢ **Student Dialogues** Divide the students into pairs and provide time for the students to prepare a brief dialogue using Spanish vocabulary and expressions related to their weekend plans; e.g., weather, food, family and so on. These dialogues can be presented to the class. ➢ **Thirteen Questions** Prepare a list of thirteen common questions and display it on an overhead transparency. Have the students work with a partner or in small groups, taking turns drawing from a deck of cards. Depending on the number of the card drawn (1 to 13; Ace=1), students ask their partner or group members the indicated question. A point is awarded for each correct response. ➢ **Who Am I?** Have each student tape a card or a piece of paper with a noun related to a lexical field, e.g., a fruit, to the back of a classmate. Have the students then ask one another questions to see if they can guess which nouns they have on their own backs. The students then each prepare five more questions designed to determine what noun has been posted on their back; e.g., *¿Soy una manzana?* (Am I an apple?). Play continues until all students have discovered what is posted on their backs.

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General Outcome for Language Competence
Students will use Spanish **effectively** and **competently**.

LC–2 interpret and produce texts

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • engage in simple interactions, using simple sentences?	
➢ **Anecdotal Notes** Observe students as they present their dialogues in pairs. Record anecdotal notes of the extent to which students are able to engage in simple interactions, using simple sentences (see sample blackline master in Appendix E: Anecdotal Notes).	➢ None required.
➢ **Learning Log** Have the students reflect on their ability to engage in simple interactions while playing the Thirteen Questions game. For example: – I enjoyed this activity because … – One thing I learned was … – I need to practise …	➢ Thirteen questions on an overhead transparency, deck of cards per group.
➢ **Self-assessment Rating Scale** Create an outcome-based self-assessment rating scale and share it with students before they ask and answer questions. Students use the rating scale to assess how well they are able to engage in simple interactions, using simple sentences (see sample blackline master in Appendix E: Self-assessment Rating Scale).	➢ One card or piece of paper per student with a Spanish noun written on it, tape.

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Students will use Spanish **effectively** and **competently**.

LC–2 interpret and produce texts

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to: **LC–2.4** written interpretation a. understand short, simple written texts in guided situations	➢ **Group Reading** Introduce a short reading of one or two paragraphs on a previously studied lexical field; e.g., home, community, clothing. Allow the students to read the paragraphs individually, highlighting words and/or phrases they know and understand. Arrange the students into small groups and have them work together to create meaning of the text. Once all groups have finished, discuss the text as a class. ➢ **Drawing Instructions** Prepare a list of eight to ten simple written instructions. Have the students follow these instructions to create a simple drawing. Allow the students to compare their drawings with a partner. Discuss as a whole group. ➢ **Spanish Recipes** Demonstrate and explain in Spanish how to prepare a simple food item from a recipe. Divide the students into groups and have them research simple Spanish recipes on the Internet or in books and magazines. Address any new vocabulary. Each group presents their favourite recipe to the class, and if possible, prepares the item and shares the product. Compile a class recipe book for students, encouraging them to try the recipes at home. **Caution** Students should be monitored when they use the Internet.

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General Outcome for Language Competence
Students will use Spanish **effectively** and **competently**.

LC–2 interpret and produce texts

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • understand short, simple written texts in guided situations?	
➢ **Observation Checklist** Create an outcome-based checklist and share it with students prior to having them read in groups. Use the checklist to assess if students are able to understand short, simple written texts in guided situations (see sample blackline master in Appendix E: Observation Checklist).	➢ Simple Spanish texts.
➢ **Self-assessment Rating Scale** Create an outcome-based self-assessment rating scale and share it with students prior to following the drawing instructions. Students use the rating scale to assess how well they are able to understand short, simple written texts in guided situations (see sample blackline master in Appendix E: Self-assessment Rating Scale).	➢ Simple, written instructions, one copy per student.
➢ **Peer-assessment Checklist** With the students, collaboratively create an outcome-based peer-assessment checklist before they create food items from recipes in Spanish. Students use the checklist to determine if their peers are able to understand short, simple written texts in guided situations (see sample blackline master in Appendix E: Peer-assessment Checklist).	➢ Spanish cookbooks, magazines, Internet access.

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General Outcome for Language Competence
Students will use Spanish **effectively** and **competently**.

LC–2 interpret and produce texts

SPECIFIC OUTCOMES *Students will be able to:*	SAMPLE TEACHING AND LEARNING ACTIVITIES
LC–2.5 written production a. produce simple written sentences in guided situations	➢ **Secret Pals** Arrange for each student to have a secret pal. Have the students write a simple letter to their secret pals, using three to five basic sentences with learned Spanish vocabulary and expressions. For example: – *Hay cuatro personas en mi familia.* (There are four people in my family.) – *Tengo dos hermanas y un hermano.* (I have two sisters and one brother.) – *Mis abuelos viven en Bolivia.* (My grandparents live in Bolivia.) ➢ **Children's Storybooks** Have the students create a simple children's storybook and add illustrations to each sentence. The stories may be fiction or nonfiction, depending on student interest. Once the storybooks are completed, have the students share their books with each other. If possible, have the students share their books with younger students in the school. ➢ **Student Board Games** Give the students a blank game board; e.g., Snakes and Ladders. They must write simple directions on different squares; e.g., move two spaces, go down one space. As a challenge, students can create their own board games. ➢ **Make Your Own Card** Based on a model, have students write invitation, graduation, congratulatory, birthday or thank-you cards. Have the students illustrate the cards or use clip art to decorate them. The students can then give their cards to family members or friends.

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General Outcome for Language Competence
Students will use Spanish **effectively** and **competently**.

LC–2 interpret and produce texts

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • produce simple written sentences in guided situations?	
➢ **Observation Checklist** Create an outcome-based checklist and share it with students before they write to their secret pals. Use the checklist to assess if students are able to produce simple written sentences in guided situations (see sample blackline master in Appendix E: Observation Checklist).	➢ None required.
➢ **Rating Scale** Create an outcome-based rating scale and share it with students before they create simple storybooks in Spanish. Use the rating scale to assess how well students are able to produce simple written sentences in guided situations (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).	➢ None required.
➢ **Rubric** Collaboratively create an outcome-based rubric with the students before they create board games. Use the rubric to evaluate how well students are able to produce simple written sentences in guided situations (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).	➢ Blank game boards; e.g., Snakes and Ladders.
➢ **Anecdotal Notes** Observe students as they create greeting cards. Record anecdotal notes of the extent to which students are able to produce simple written sentences in guided situations (see sample blackline master in Appendix E: Anecdotal Notes).	➢ Blank cards, construction paper, markers.

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General Outcome for Language Competence
Students will use Spanish **effectively** and **competently**.

LC–2 interpret and produce texts

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to: **LC–2.6 visual interpretation** a. derive meaning from a variety of visuals and other forms of nonverbal communication in guided situations	➢ **Spanish Artists** Bring in samples of the work of Spanish artists; e.g., Diego Rivera, Pablo Picasso. Samples can be taken from the Internet and put in a digital slide show or on overheads. Discuss the artists and their works as you show them. Have the students record in their notebooks their thoughts and impressions about the visuals shown. Facilitate class discussion, encouraging students to create meaning from the visuals shown. ➢ **Printed Material** Give students an opportunity to view a variety of Spanish language newspapers, magazines, children's books, calendars, greeting cards, promotional flyers, movies, television guides, book jackets and CD covers. Have the students group the items based on various categories by topic of interest; e.g., sports, music, fashion. Discuss the groupings as a class and discuss strategies used by the students to derive meaning from the visuals used in the material.

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General Outcome for Language Competence
Students will use Spanish **effectively** and **competently**.

LC–2 interpret and produce texts

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- derive meaning from a variety of visuals and other forms of nonverbal communication in guided situations?

➢ **Learning Log**
Have the students reflect on how well they were able to derive meaning from the visuals. Have them also make observations about the artwork and record their thoughts, feelings and impressions.

➢ **Observation Checklist**
Create an outcome-based checklist and share it with students before they view a variety of Spanish print material. Use the checklist to assess if students are able to derive meaning from a variety of visuals and other forms of nonverbal communication in guided situations (see sample blackline master in Appendix E: Observation Checklist).

MATERIALS

➢ Hispanic and Spanish art (Pablo Picasso, Diego Rivera, Frida Kahlo).

➢ A variety of print materials in Spanish.

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General Outcome for Language Competence
Students will use Spanish **effectively** and **competently**.

LC–2 interpret and produce texts

SPECIFIC OUTCOMES *Students will be able to:*	SAMPLE TEACHING AND LEARNING ACTIVITIES
LC–2.7 representation a. use a variety of visuals and other forms of nonverbal communication to express meaning in guided situations	➢ **Express Yourself Poster** Have the students create a theme-related poster (e.g., favourite foods, sports, hobbies, cultural traditions in assigned Spanish-speaking countries) using Spanish vocabulary as well as student-generated illustrations. Have the students present their posters to the class. **Alternative Activity** Have the students create an advertisement about themselves, their hobbies, interests and so on. ➢ **Digital Slide Show Presentation** Assign the students a topic or theme that they are to research; e.g., cultural traditions in the Spanish-speaking world. Have the students prepare several slides with information on their topics, being sure to include graphics such as pictures, graphs, maps and charts. ➢ **Picture Wall** Have the students take pictures or draw pictures of classroom events and field trips. Have them work with a partner to write simple captions to accompany the pictures and display them on a wall to tell a story of the event.

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General Outcome for Language Competence
Students will use Spanish **effectively** and **competently**.

LC–2 interpret and produce texts

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- use a variety of visuals and other forms of nonverbal communication to express meaning in guided situations?

➢ **Self-assessment Checklist**
Create an outcome-based self-assessment checklist and share it with students before they create theme-related posters. Students use the checklist to determine if they are able to use a variety of visuals and other forms of nonverbal communication to express meaning in guided situations (see sample blackline master in Appendix E: Self-assessment Checklist).

➢ **Rubric**
Collaboratively create an outcome-based rubric with the students before they create digital slide show presentations. Use the rubric to evaluate how well students are able to use a variety of visuals and other forms of nonverbal communication to express meaning in guided situations (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

➢ **Anecdotal Notes**
Observe students as they take pictures or draw pictures of classroom events and field trips to create a picture wall. Record anecdotal notes of the extent to which students are able to use a variety of visuals and other forms of nonverbal communication to express meaning in guided situations (see sample blackline master in Appendix E: Anecdotal Notes).

MATERIALS

➢ Poster materials.

➢ Internet access and digital slide show software.

➢ Camera, film (or access to a printer if using digital cameras).

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General Outcome for Language Competence
Students will use Spanish **effectively** and **competently**.

LC–3 apply knowledge of the sociocultural context

	SPECIFIC OUTCOMES *Students will be able to:*	SAMPLE TEACHING AND LEARNING ACTIVITIES
LC–3.1 register	a. distinguish between formal and informal situations	➢ **Formal and Informal Role-plays** Have the students rehearse conversations in Spanish involving formal and informal situations. Discuss how age, relationships (e.g., peers, family, coworkers, friends), generational differences, differing social statuses, as well as people in positions of authority affect how people address one another. Invite the students to formally address you and/or a Spanish-speaking guest. Divide the students into pairs and have them role-play greetings. Give the students name tags for different people; e.g., child, parent, grandparent, teacher, priest. Ensure that proper formal and informal Spanish vocabulary is used to address the other characters in the scene; e.g., the use of *tú* (you [informal]) and *usted* (you [formal]). Consider video recording these role-plays for viewing by the class.

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General Outcome for Language Competence
Students will use Spanish **effectively** and **competently**.

LC–3 apply knowledge of the sociocultural context

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- distinguish between formal and informal situations?

➢ **Checklist and Comments**
Create an outcome-based checklist and share it with students before they practise formal and informal role-plays in Spanish. Use the checklist to assess if students are able to distinguish between formal and informal situations (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

MATERIALS

➢ Name tags.

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General Outcome for Language Competence
Students will use Spanish **effectively** and **competently**.

LC–3 apply knowledge of the sociocultural context

SPECIFIC OUTCOMES *Students will be able to:*	SAMPLE TEACHING AND LEARNING ACTIVITIES
LC–3.1 register b. recognize that some topics, words or intonations are inappropriate in certain contexts	➢ **Formal and Informal Speech** Review different nuances in Spanish culture, such as the fact that different intonations and wordings are used when speaking formally or informally. For example: – To a friend: *¡Hola! ¿Cómo estás? ¿Qué tal?* (Hi. How are you? What's up?) – To a principal: *Buenos días. ¿Cómo está usted?* (Good morning. How are you?) Discuss when it is appropriate to use the *tú* (you [informal]) form and when one should use the *usted* (you [formal]) form. ➢ **Watch Your Language** Have the students brainstorm appropriate and inappropriate topics, words and intonations in various scenarios; e.g., at school, in class, in public places versus private places. Discuss the importance of correct word usage and the different meanings words can have. Divide the students into groups and have each group present scenarios in which people act or speak inappropriately and appropriately. ➢ **The Importance of Intonation** Read the same phrase using various intonations to illustrate how intonation can affect meaning. Divide the students into groups and assign each group a simple sentence or phrase. Have the students create role-plays using just the assigned sentence or phrase, but with different intonations. The theme of the role-plays should be inappropriate intonations. Have the groups present their role-plays to the rest of the class.

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General Outcome for Language Competence
Students will use Spanish **effectively** and **competently**.

LC–3 apply knowledge of the sociocultural context

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- recognize that some topics, words or intonations are inappropriate in certain contexts?

➢ **Anecdotal Notes**
Observe students as they participate in the discussion and practice of formal and informal speech in Spanish. Record anecdotal notes of the extent to which students are able to recognize that some topics, words or intonations are inappropriate in certain contexts (see sample blackline master in Appendix E: Anecdotal Notes).

➢ **Self-assessment Checklist and Goal Setting**
Create an outcome-based self-assessment checklist and share it with students before they present their role-plays. Students use the checklist to determine if they are able to recognize that some topics, words or intonations are inappropriate in certain contexts. Encourage students to set goals for future learning (see sample blackline master in Appendix E: Self-assessment Checklist and Goal Setting).

➢ **Observation Checklist**
Create an outcome-based checklist and share it with students before they create role-plays on inappropriate intonation. Use the checklist to assess if students are able to recognize that some topics, words or intonations are inappropriate in certain contexts (see sample blackline master in Appendix E: Observation Checklist).

MATERIALS

➢ None required.

➢ Internet, books on Spanish language usage.

➢ None required.

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General Outcome for Language Competence
Students will use Spanish **effectively** and **competently**.

LC–3 apply knowledge of the sociocultural context

SPECIFIC OUTCOMES *Students will be able to:*	SAMPLE TEACHING AND LEARNING ACTIVITIES
a. understand and use a variety of simple idiomatic expressions as set phrases *(continued)* **LC–3.2** idiomatic expressions	➤ **Idiomatic Expressions** Have the students brainstorm commonly used idiomatic expressions in English. They then try to find comparable expressions in Spanish. Have the students create posters and charts based on these idiomatic expressions and post them in the classroom. For example: – *¡Qué padre!* (Cool!/That's cool!) – *¡Qué chulo!* (Cute!/That's cute!) – *¡Qué raro!* (Weird!/That's weird!) – *¡Animo!* (Come on!) – *¡Excelente!* (Excellent!) – *¡Qué chévre!* (Cool!) – *¡Qué bueno!/¡Qué bien!* (Good!/That's good!) – *¡Qué feo!* (Terrible!/That's ugly!) – *¡Vámonos!* (Let's go!) – *¡Bravo!* (Good!) – *venir con músicas* (to tell tall tales) – *cantar de plano/irse de la lengua* (to spill the beans) – *acostarse con las gallinas* (to go to bed very early) ➤ **Idiom Comic Strips** Have the students create a comic strip using idiomatic expressions studied in class. Post the comic strips around the room or school for others to view. ➤ **Interacting During Game Play** Organize the students into small groups and give each group a simple board game; e.g., Snakes and Ladders, Bingo. When playing board games, have the students practise simple idiomatic expressions they have learned in class; e.g., *maravilloso* (awesome), *¡No me digas!* (don't tell me/no way!), *¡Qué padre!* (cool!).

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General Outcome for Language Competence
Students will use Spanish **effectively** and **competently**.

LC–3 apply knowledge of the sociocultural context

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • understand and use a variety of simple idiomatic expressions as set phrases?	
➢ **Checklist and Comments** Create an outcome-based checklist and share it with students before they create posters on idiomatic expressions. Use the checklist to assess if students are able to understand and use a variety of simple idiomatic expressions as set phrases (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).	➢ Poster materials.
➢ **Rubric** Collaboratively create an outcome-based rubric with the students before they create comic strips. Use the rubric to evaluate how well students are able to understand and use a variety of simple idiomatic expressions as set phrases (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).	➢ None required.
➢ **Anecdotal Notes** Observe students as they play board games in small groups. Record anecdotal notes of the extent to which students are able to understand and use a variety of simple idiomatic expressions as set phrases (see sample blackline master in Appendix E: Anecdotal Notes).	➢ Board games; e.g., Snakes and Ladders, Bingo.

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General Outcome for Language Competence
Students will use Spanish **effectively** and **competently**.

LC–3 apply knowledge of the sociocultural context

	SPECIFIC OUTCOMES *Students will be able to:*	SAMPLE TEACHING AND LEARNING ACTIVITIES
LC–3.2 idiomatic expressions	a. understand and use a variety of simple idiomatic expressions as set phrases	➢ **Magazine Idiom Collage (advanced activity)** Collect a variety of magazines from various Spanish-speaking countries. Read some Spanish magazine articles or advertisements that use idiomatic expressions. Next, have the students clip idiomatic expressions from the various Spanish magazines and create a collage. Post the collages in the classroom for all to see.

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General Outcome for Language Competence
Students will use Spanish **effectively** and **competently**.

LC–3 apply knowledge of the sociocultural context

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- understand and use a variety of simple idiomatic expressions as set phrases?

➢ **Rating Scale**
Create an outcome-based rating scale and share it with students before they search for idioms in Spanish magazines. Use the rating scale to assess how well students are able to understand and use a variety of simple idiomatic expressions as set phrases (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

MATERIALS

➢ Spanish magazines.

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General Outcome for Language Competence
Students will use Spanish **effectively** and **competently**.

LC–3 apply knowledge of the sociocultural context

LC–3.3
variations in language

SPECIFIC OUTCOMES *Students will be able to:*	SAMPLE TEACHING AND LEARNING ACTIVITIES
a. acknowledge and accept individual differences in speech	➢ **Spanish Around the World** Have the students watch several video or audio presentations from different parts of the Spanish-speaking world. Lead a guided discussion about the variety of individual differences in Spanish language use; e.g., accent, vocabulary, intonation, rate of speech. ➢ **Venn Diagram** After watching video or audio presentations on people from various parts of the Spanish-speaking world, lead the students in creating a Venn diagram comparing and contrasting two different countries. Have the students focus on idiomatic expressions, accents and other differences in speech between the two groups of people. Class discussion could follow on variances in accent and idiomatic expressions within the English language (English from the United Kingdom, Australia, English as a second language speakers, different regions of Canada, and so on). ➢ **Live Language** Invite Spanish speakers to the class (e.g., students' parents, students from local colleges and universities, grandparents) to read or tell a story in Spanish. After the speakers have left, discuss the differences in the speech of the various guests; e.g., accent, vocabulary, intonation, rate of speech.

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General Outcome for Language Competence
Students will use Spanish **effectively** and **competently**.

LC–3 apply knowledge of the sociocultural context

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:
- acknowledge and accept individual differences in speech?

➢ **Observation Checklist**
Create an outcome-based checklist and share it with students before the video or audio presentations. Use the checklist to assess if students are able to acknowledge and accept individual differences in speech (see sample blackline master in Appendix E: Observation Checklist).

➢ **Rubric**
Collaboratively create an outcome-based rubric with the students before they create Venn diagrams. Use the rubric to evaluate how well students are able to acknowledge and accept individual differences in speech (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

➢ **Anecdotal Notes**
Observe students during the class discussion of the guest speakers' language use. Note the extent to which students are able to acknowledge and accept individual differences in speech (see sample blackline master in Appendix E: Anecdotal Notes).

MATERIALS

➢ Video or audio recordings of Spanish speakers.

➢ Video or audio recordings of Spanish speakers.

➢ Guest speakers from different Spanish-speaking countries.

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General Outcome for Language Competence
Students will use Spanish **effectively** and **competently**.

LC–3 apply knowledge of the sociocultural context

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
LC–3.4 social conventions a. use basic conventions of courtesy	➢ **Manners Poster** Brainstorm with students ways in which we show courtesy or manners. Make a list of these actions or phrases on the board. Have the students create posters of common expressions and conventions of courtesy and post them in the classroom. For example: – *Buenos días.* (Good morning.) – *Buenas tardes.* (Good afternoon.) – *Buenas noches.* (Good evening/night.) – *¿Cómo estás?* (How are you? [informal]) – *Con permiso.* (Excuse me.) ➢ **Courtesy Role-plays** Organize the students into groups of two or three and give them two minutes to prepare a brief dialogue of a social scenario in which they act out basic conventions of courtesy. After the two-minute time limit, have the student groups act out their scenarios for their classmates. Example scenarios might include entering a classroom late, accidentally bumping into someone, asking to leave the classroom, working in groups, meeting the principal in school, meeting someone for the first time.

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General Outcome for Language Competence
Students will use Spanish **effectively** and **competently**.

LC–3 apply knowledge of the sociocultural context

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • use basic conventions of courtesy?	
➢ **Anecdotal Notes** Observe students as they participate in the discussion and create their posters. Record anecdotal notes of the extent to which students are able to use basic conventions of courtesy (see sample blackline master in Appendix E: Anecdotal Notes).	➢ Poster materials.
➢ **Peer-assessment Checklist** With the students, collaboratively create an outcome-based peer-assessment checklist before they present their role-plays. Students use the checklist to determine if their peers are able to use basic conventions of courtesy (see sample blackline master in Appendix E: Peer-assessment Checklist).	➢ None required.

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General Outcome for Language Competence
Students will use Spanish **effectively** and **competently**.

LC–3 apply knowledge of the sociocultural context

SPECIFIC OUTCOMES		SAMPLE TEACHING AND LEARNING ACTIVITIES
	Students will be able to:	
LC–3.4 social conventions	b. use appropriate oral forms of address for people frequently encountered	➢ **Appropriate Forms of Address** Discuss with students how to greet people of different professions and social statuses. Discuss the use of *tú* and *usted.* Brainstorm examples of when it is appropriate to use *tú* and when it is more appropriate to use *usted.* For example: – *Buenos días, Señor/Director/Profesor(a)/Señorita. ¿Como está usted?* (Good morning, Sir/Director/Teacher/Miss. How are you?) – *Buenas tardes, Doctor.* (Good afternoon, Doctor.) – *Muchas gracias, Abuelo.* (Thank you, Grandpa./Thanks a lot, Grandpa.) – *¡Hola, Jorge! ¿Como estás?* (Hi George! How are you?) – *¡Qué onda, Maria!/¿Que tal te va?* (How's it going, Maria?) ➢ **Telephone Conversations** Have students pretend to be various characters from their everyday lives (e.g., parents, teachers, principal, doctor, coach, friends) and role-play telephone conversations in which they use appropriate oral forms of address. Have the students then present their telephone skits to the class.

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General Outcome for Language Competence
Students will use Spanish **effectively** and **competently**.

LC–3 apply knowledge of the sociocultural context

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • use appropriate oral forms of address for people frequently encountered?	
➢ **Anecdotal Notes** Observe students as they participate in the discussion and practice of different forms of address. Note the extent to which students are able to use appropriate oral forms of address for people frequently encountered (see sample blackline master in Appendix E: Anecdotal Notes).	➢ None required.
➢ **Observation Checklist** Create an outcome-based checklist and share it with students before they present their telephone conversations. Use the checklist to assess if students are able to use appropriate oral forms of address for people frequently encountered (see sample blackline master in Appendix E: Observation Checklist).	➢ Telephones.

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General Outcome for Language Competence
Students will use Spanish **effectively** and **competently**.

LC–3 apply knowledge of the sociocultural context

LC–3.5
nonverbal communication

SPECIFIC OUTCOMES *Students will be able to:*	SAMPLE TEACHING AND LEARNING ACTIVITIES
a. experiment with using some simple nonverbal means of communication	➢ **Communicating without Words** Present an explanation and overview of some internationally accepted nonverbal means of communication; e.g., *hacer dedo* (sticking the thumb out to hitch a ride). Introduce a few examples of forms of nonverbal communication that have different meanings in different countries. Divide the students into small groups and have them role-play scenarios in which they make use of these forms of nonverbal communication. ➢ **Listening to Body Language** Model nonverbal means of communication such as head nodding, head shaking, waving and shaking hands. Describe a short, simple scenario and have the students respond by using an appropriate nonverbal communication. Then view a short video with the sound turned off. Divide the students into groups and have them identify the nonverbal language used and guess what the people are saying. **Extension** Discuss the use of personal space in nonverbal communication. For example, what does it mean when someone moves closer to you to speak? What does it mean when a person moves farther away?

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General Outcome for Language Competence
Students will use Spanish **effectively** and **competently**.

LC–3 apply knowledge of the sociocultural context

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- experiment with using some simple nonverbal means of communication?

➢ **Observation Checklist**
Create an outcome-based checklist and share it with students before they role-play scenarios using nonverbal communication. Use the checklist to assess if students are able to experiment with using some simple nonverbal means of communication (see sample blackline master in Appendix E: Observation Checklist).

➢ **Anecdotal Notes**
Observe students as they work in small groups to identify nonverbal communication in videos. Note the extent to which students are able to experiment with using some simple nonverbal means of communication (see sample blackline master in Appendix E: Anecdotal Notes).

MATERIALS

➢ None required.

➢ Video viewing station.

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General Outcome for Language Competence
Students will use Spanish **effectively** and **competently**.

LC–3 apply knowledge of the sociocultural context

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
LC–3.5 nonverbal communication b. recognize that some nonverbal behaviours may be inappropriate in certain contexts	➢ **Appropriate and Inappropriate Behaviour Role-plays** As a class, brainstorm various nonverbal behaviours that are not appropriate when listening to someone; e.g., closing your eyes, putting your head on the desk or looking away, standing too close or moving away, rolling eyes, avoiding eye contact or staring. Discuss other forms of nonverbal communication that can be inappropriate, such as pointing and staring at people you don't know, facial expressions (smiling during a sad/serious situation), sticking your tongue out, refusing a handshake. Other examples include: – On a bus, not giving up your seat to an elderly person is considered impolite. – In Spanish-speaking countries, it is inappropriate not to kiss the cheeks of people when you greet them and say farewell. – In Japan, it is inappropriate not to bow when you greet someone or say farewell. Arrange the students into small groups. Give some groups examples of appropriate nonverbal behaviours and give other groups examples of inappropriate nonverbal behaviours. Allow time for the students to prepare role-plays demonstrating the appropriate or inappropriate behaviours. Have the groups take turns presenting their role-plays to the class. After each role-play, have the students in the audience identify the inappropriate nonverbal behaviours.

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General Outcome for Language Competence
Students will use Spanish **effectively** and **competently**.

LC–3 apply knowledge of the sociocultural context

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- recognize that some nonverbal behaviours may be inappropriate in certain contexts?

➢ **Anecdotal Notes**
Observe students as they identify appropriate and inappropriate nonverbal behaviours in the role-plays. Record anecdotal notes of the extent to which students are able to recognize that some nonverbal behaviours may be inappropriate in certain contexts (see sample blackline master in Appendix E: Anecdotal Notes).

MATERIALS

➢ None required.

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General Outcome for Language Competence
Students will use Spanish **effectively** and **competently**.

LC–4 apply knowledge of how discourse is organized, structured and sequenced

	SPECIFIC OUTCOMES *Students will be able to:*	SAMPLE TEACHING AND LEARNING ACTIVITIES
LC–4.1 cohesion/coherence	a. sequence elements of a simple story, process or series of events	➢ **What Is the Correct Order?** Review the conventions of storytelling and the parts of a story. Prepare a simple story in Spanish. Give each group a picture that corresponds to part of the story. Choose a student representative from each group and have them go to the front of the room and place their text and pictures where they think they belong. The students in each group must come to an agreement as to the correct placement of all text and illustrations. **Extension** Have the students sequence sentence strips describing daily routines. ➢ **Ordering Instructions** Provide the students with a series of instructions that are out of order; e.g., for a recipe or for creating a Spanish craft. Have them order the instructions and check them with a partner. Discuss strategies used for deciding on the correct order.

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General Outcome for Language Competence
Students will use Spanish **effectively** and **competently**.

LC–4 apply knowledge of how discourse is organized, structured and sequenced

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • sequence elements of a simple story, process or series of events?	
➢ **Observation Checklist** Create an outcome-based checklist and share it with students prior to having them put the parts of the story in order. Use the checklist to assess if students are able to sequence elements of a simple story, process or series of events (see sample blackline master in Appendix E: Observation Checklist).	➢ Spanish story and illustrations broken up into parts.
➢ **Peer-assessment Checklist** With the students, collaboratively create an outcome-based peer-assessment checklist before they order the instructions. Students use the checklist to determine if their peers are able to sequence elements of a simple story, process or series of events (see sample blackline master in Appendix E: Peer-assessment Checklist).	➢ Instructions.

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General Outcome for Language Competence
Students will use Spanish **effectively** and **competently**.

LC–4 apply knowledge of how discourse is organized, structured and sequenced

	SPECIFIC OUTCOMES *Students will be able to:*	SAMPLE TEACHING AND LEARNING ACTIVITIES
LC–4.1 cohesion/coherence	b. link words or groups of words in simple ways; e.g., using words like *y, después*	➢ **Saturday Routines** Invite the students to describe their Saturday morning routine, being sure to use link words; e.g., *En la mañana del sábado me levanto y me baño. Después tomo el desayuno y jugo de naranja.* (Saturday mornings I get up and have a bath. Afterwards I eat breakfast and have a drink of orange juice.) ➢ **Dress for the Weather** Discuss dressing appropriately for the different seasons. Divide the students into partners and have them create simple sentences, with conjunctions, describing appropriate clothing for the various seasons (see Appendix B: Vocabulary and Classroom Expressions). For example: *Si está nevando, me pongo las guantes y las botas y la bufanda. Pero no me pongo el traje de baño.* (If it is snowing, I wear gloves, boots and a scarf. I don't wear a bathing suit.)

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General Outcome for Language Competence
Students will use Spanish **effectively** and **competently**.

LC–4 apply knowledge of how discourse is organized, structured and sequenced

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • link words or groups of words in simple ways?	
➢ **Anecdotal Notes** Observe students as they describe their Saturday morning routines. Record anecdotal notes of the extent to which students are able to link words or groups of words in simple ways (see sample blackline master in Appendix E: Anecdotal Notes).	➢ None required.
➢ **Learning Log** Have the students reflect on their ability to link words or groups of words in simple ways. What link words do they find easy to use most often? What link words do they have difficulty with?	➢ None required.

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General Outcome for Language Competence
Students will use Spanish **effectively** and **competently**.

LC–4 apply knowledge of how discourse is organized, structured and sequenced

SPECIFIC OUTCOMES		SAMPLE TEACHING AND LEARNING ACTIVITIES
	Students will be able to:	
LC–4.2 text forms	a. recognize some simple oral and written text forms; e.g., lists, letters, stories, songs	➢ **Sticky Stations** Bring in a variety of oral and written text forms and set them up in a variety of stations around the classroom. For example: – newspaper – concert tickets – bus tickets/train tickets – menus – calendar – poster – commercial – songs – flyers – catalogues – maps – music videos – Web sites – comics. Arrange students into small groups and give each group several sticky notes (a different colour for each group). As the groups circulate throughout the centres, have them decide what type of text they think each item is and label it with their sticky notes. Once groups have moved through all of the centres, discuss the characteristics of the oral and written text forms.

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General Outcome for Language Competence
Students will use Spanish **effectively** and **competently**.

LC–4 apply knowledge of how discourse is organized, structured and sequenced

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • recognize some simple oral and written text forms?	
➢ **Observation Checklist** Create an outcome-based checklist and share it with students before they review and label each text with a sticky note. Use the checklist to assess if students are able to recognize some simple oral and written text forms (see sample blackline master in Appendix E: Observation Checklist).	➢ Variety of oral and written text forms, several different coloured sticky notes.

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General Outcome for Language Competence
Students will use Spanish **effectively** and **competently**.

LC–4 apply knowledge of how discourse is organized, structured and sequenced

	SPECIFIC OUTCOMES *Students will be able to:*	SAMPLE TEACHING AND LEARNING ACTIVITIES
LC–4.3 patterns of social interaction	a. initiate interactions and respond using simple social interaction patterns; e.g., request–acceptance/ nonacceptance	➢ **Social Interaction Role-plays** Use daily classroom routines to encourage students to initiate interactions in Spanish. Encourage the students to continue to use these interaction patterns during class time as well as in their daily lives. Arrange the students into small groups and have them role-play simple interactions and interaction patterns. For example: – *¿Tienes un lapicero rojo? – No tengo rojo pero tengo azul.* (Do you have a red pen? No, I don't have red but I have blue.) – *¿Puedo usar tu borrador? – Sí, tu puedes usarlo.* (Can I use your eraser? Yes, you can use it.) – *¿Puedo abrir la ventana, por favor? – Sí, puedes abrirla.* (Can I open the window, please? Yes, you can open it.) – *¿Quieres venir a mi cumpleaños el próximo sábado? – Sí, me gustaría. Hablaré con mis padres.* (Do you want to come to my birthday party next Saturday? Yes, I would like that. I will talk with my parents.) – *¿Te gusta el chocolate? – No, no me gusta. Me gusta el helado.* (Do you like chocolate? No, I don't like it. I like ice cream.) **Alternative Activity** Have the students use puppets to role-play the simple interactions.

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General Outcome for Language Competence
Students will use Spanish **effectively** and **competently**.

LC–4 apply knowledge of how discourse is organized, structured and sequenced

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- initiate interactions and respond using simple social interaction patterns?

➢ **Observation Checklist**
Create an outcome-based checklist and share it with students before they perform their role-plays. Use the checklist to assess if students are able to initiate interactions and respond using simple social interaction patterns (see sample blackline master in Appendix E: Observation Checklist).

MATERIALS

➢ Puppets (optional).

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Grade 5

Global Citizenship

General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–1 historical and contemporary elements of the cultures of the Spanish-speaking world

	SPECIFIC OUTCOMES *Students will be able to:*	SAMPLE TEACHING AND LEARNING ACTIVITIES
GC–1.1 accessing/analyzing cultural knowledge	a. make observations about the cultures	➢ **Where in the World Is Spanish Spoken?** Using a world map, identify and list countries where Spanish is spoken as an official language. Also identify countries where Spanish is spoken by a large percentage of its population in certain areas, but is not an official language; e.g., the United States. Further signs or symbols related to the cultures of these countries may be added to the map; e.g., flags, significant symbols, food, dress, celebrations.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–1 historical and contemporary elements of the cultures of the Spanish-speaking world

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • make observations about the cultures?	
➢ **Learning Log** Have the students reflect on the use of Spanish around the world. Have them reflect on their ability to make observations about the Spanish cultures. For example: – I know that in _____ they … – Spanish culture is …	➢ World map, reference material on Spanish-speaking countries, pins, labels.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–1 historical and contemporary elements of the cultures of the Spanish-speaking world

GC–1.1
accessing/analyzing cultural knowledge

SPECIFIC OUTCOMES *Students will be able to:*	SAMPLE TEACHING AND LEARNING ACTIVITIES
b. seek out information about the cultures of the Spanish-speaking world from authentic sources	➢ **Field Trip Inquiry** Arrange a field trip to a Spanish restaurant or a local Spanish cultural event, if available. Beforehand, have the students prepare a checklist of things to look for (e.g., words they know and recognize, greetings, cultural decorations, menus) and questions they would like to ask during the field trip. Encourage the students to ask these questions and discuss the answers. ➢ **Guest Speakers** Invite guest speakers to come and talk to the class; e.g., family members, friends, community members, local musical groups, musicians or dance groups. Ask the speakers to discuss topics such as cultural traditions, history and celebrations. Before the visit, have the students prepare questions to ask the guest speakers. Have the students respond to the visit in their journals or learning logs. ➢ **Cultural Artifacts** Display artifacts from Spanish-speaking communities; e.g., clothing, CDs, instruments, food items, brochures, pictures, arts and crafts. Have the students wander around the display and examine the artifacts, then discuss them as a class. What do they tell us about the communities they came from? Have the students discuss further information they would like to find out about the artifacts, then research in the library or on the Internet to find out more information. **Caution** Students should be monitored when they use the Internet.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–1 historical and contemporary elements of the cultures of the Spanish-speaking world

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- seek out information about the cultures of the Spanish-speaking world from authentic sources?

➢ **Observation Checklist**
Create an outcome-based checklist and share it with students prior to going on the field trip. Use the checklist to assess if students are able to seek out information about the cultures of the Spanish-speaking world from authentic sources (see sample blackline master in Appendix E: Observation Checklist).

➢ **Learning Log/Long-term Goal Setting**
In their learning logs, have the students respond to the questions they asked the guest speakers and reflect on their ability to seek out information about the cultures of the Spanish-speaking world from authentic sources. Have the students relate what they learned to their own past experiences and previous knowledge, focusing on what they found most interesting and what they would like to learn more about. Have the students set goals for finding out more information on a topic of interest (see sample blackline master in Appendix E: Long-term Goal Setting).

➢ **Anecdotal Notes**
Observe students as they research additional information on the cultural artifacts. Record anecdotal notes of the extent to which students are able to seek out information about the cultures of the Spanish-speaking world from authentic sources (see sample blackline master in Appendix E: Anecdotal Notes).

MATERIALS

➢ Spanish restaurant or cultural event.

➢ Guest speakers.

➢ Authentic Spanish artifacts (e.g., CDs, clothing, instruments, crafts, food items, brochures, pictures), reference materials and/or Internet access.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–1 historical and contemporary elements of the cultures of the Spanish-speaking world

GC-1.2
knowledge of the cultures of the Spanish-speaking world

SPECIFIC OUTCOMES *Students will be able to:*	SAMPLE TEACHING AND LEARNING ACTIVITIES
a. participate in activities and experiences that reflect elements of the cultures of the Spanish-speaking world	➢ **Christmas Traditions** *Navidad* (Christmas) is one of the most important celebrations to Spanish cultures. Brainstorm with the students common activities and traditions of their own cultures and those of the Spanish-speaking world, then use a Venn diagram to chart the similarities and differences. Afterwards, plan a classroom *Navidad* (Christmas) experience. The experience may include foods, decorations, music, dance, crafts and other culturally relevant activities. ➢ **Cultural Experiences** Organize the students into small groups. Have each student group research and prepare a presentation on a cultural event and/or holiday in a Spanish-speaking country; e.g., Cinco de Mayo, Independence Day. Have the students discuss the clothing, traditions, games, music and other activities that reflect elements of the culture and choose one or more activities to participate in. For example: – Create decorations during art periods. – Prepare foods in the school if cooking facilities are available. – Include *Navidad* (Christmas) songs in December school assemblies. – Learn simple traditional dances during physical education class. – Plan a field trip to attend local Spanish cultural activities.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–1 historical and contemporary elements of the cultures of the Spanish-speaking world

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- participate in activities and experiences that reflect elements of the cultures of the Spanish-speaking world?

➢ **Rubric**
Collaboratively create an outcome-based rubric with the students before they participate in the classroom *Navidad* experience. Use the rubric to evaluate how well students are able to participate in activities and experiences that reflect elements of the cultures of the Spanish-speaking world (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

➢ **Rating Scale**
Create an outcome-based rating scale and share it with students before they participate in one or more traditional activities. Use the rating scale to assess how well students are able to participate in activities and experiences that reflect elements of the cultures of the Spanish-speaking world (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

MATERIALS

➢ Information on how *Navidad* (Christmas) is celebrated in various Spanish-speaking countries, music, food, decorations.

➢ Access to research materials on Spanish-speaking countries, Internet access.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–1 historical and contemporary elements of the cultures of the Spanish-speaking world

SPECIFIC OUTCOMES		SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:		
GC–1.3 applying cultural knowledge	a. identify elements of the cultures of the Spanish-speaking world in the school and community	➢ **Treasures Around Us** Invite the students to identify friends and/or people they know who have a connection to a Spanish-speaking country; e.g., people who were born in a Spanish-speaking country, children of parents born in a Spanish-speaking country, people who have visited or lived in a Spanish-speaking country. If possible, have the students also identify businesses that offer goods or cater to Spanish cultural traditions; e.g., restaurants, specialty food stores, ethnic food sections in large grocery stores. ➢ **Welcome to Our Community** Have the students create a brochure or a visitor's guide for their community, highlighting Spanish history, cultural groups, businesses, services and landmark buildings. Encourage the students to access information on the Internet, take photographs themselves, visit a local museum or talk to local people. **Caution** Students should be monitored when they use the computer. **Extension** On a map of your community, have the students mark businesses and other organizations of Spanish origin; e.g., restaurants, speciality food stores, cultural centres.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–1 historical and contemporary elements of the cultures of the Spanish-speaking world

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • identify elements of the cultures of the Spanish-speaking world in the school and community?	
➢ **Anecdotal Notes** Observe students as they participate in the discussion on people they know who are connected to the Spanish-speaking world. Note the extent to which students are able to identify elements of the cultures of the Spanish-speaking world in the school and community (see sample blackline master in Appendix E: Anecdotal Notes).	➢ None required.
➢ **Rating Scale** Create an outcome-based rating scale and share it with students before they create a brochure or visitor's guide for their community that focuses on Spanish cultural links. Use the rating scale to assess how well students are able to identify elements of the cultures of the Spanish-speaking world in the school and community (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).	➢ Internet, community photographs.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–1 historical and contemporary elements of the cultures of the Spanish-speaking world

	SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
GC–1.4 diversity within the cultures of the Spanish-speaking world	*Students will be able to:* a. identify some elements that reflect diversity within the cultures of the Spanish-speaking world	➢ **Discussing Cultural Differences** Display artifacts from Spanish-speaking communities by specific country. Guide the students in identifying and discussing similarities and differences between the cultural artifacts of the different Spanish-speaking countries. ➢ **Comparison Study** Organize the students into small groups and have each group study a different Spanish-speaking country. Have the students prepare a presentation focusing on diversity and various cultural elements unique to these countries, including information on music, food, clothing, celebrations, games, flags and traditions.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–1 historical and contemporary elements of the cultures of the Spanish-speaking world

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • identify some elements that reflect diversity within the cultures of the Spanish-speaking world?	
➢ **Learning Log** Have the students reflect on elements that reflect diversity within the cultures of the Spanish-speaking world.	➢ Various artifacts from Spanish-speaking communities.
➢ **Rubric** Collaboratively create an outcome-based rubric with the students before they prepare presentations on Spanish-speaking countries. Use the rubric to evaluate how well students are able to identify some elements that reflect diversity within the cultures of the Spanish-speaking world (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).	➢ Internet, reference material on Spanish-speaking countries, music and games from various Spanish-speaking countries.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–1 historical and contemporary elements of the cultures of the Spanish-speaking world

	SPECIFIC OUTCOMES *Students will be able to:*	SAMPLE TEACHING AND LEARNING ACTIVITIES
GC–1.5 valuing the cultures of the Spanish-speaking world	a. participate in cultural activities and experiences *(continued)*	➢ **Spanish Cultural Performers** Consider bringing in Spanish cultural performers, e.g., musicians, folk dancers, storytellers, to present to the class and at schoolwide assemblies. ➢ **Spanish Celebrations** Choose one or several holidays to study, and encourage students to participate in activities relevant to that holiday. For example, teach students about Cinco de Mayo (Mexico) and have students participate in simple Mexican games, activities and songs related to the holiday. Encourage the students to dress up in traditional Mexican clothing, if possible. **Extension** Establish a Spanish Language and Culture Club that would be open to all interested students in grades 4, 5 and 6. ➢ **Cultural Crafts** Introduce students to various crafts common to Spanish-speaking countries; e.g., *Maracas, el Ojo de Dios*, Worry Dolls, *Piñatas*, *Papel Picado*. Consider creating some of these crafts as a whole group or in small groups.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–1 historical and contemporary elements of the cultures of the Spanish-speaking world

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • participate in cultural activities and experiences?	
➢ **Anecdotal Notes** Observe students as they participate in Spanish cultural performances. Note the extent to which students are able to participate in cultural activities and experiences (see sample blackline master in Appendix E: Anecdotal Notes).	➢ Spanish cultural performers.
➢ **Learning Log** Have the students reflect on their involvement in Spanish cultural celebrations. Encourage students to reflect on their attitudes and level of involvement during the cultural celebrations.	➢ Information on cultural holidays related to Spanish-speaking countries.
➢ **Observation Checklist** Create an outcome-based checklist and share it with students before they create crafts from Spanish-speaking countries. Use the checklist to assess if students are able to participate in cultural activities and experiences (see sample blackline master in Appendix E: Observation Checklist).	➢ Materials and directions to make simple crafts; e.g., *Papel Picado*, *el Ojo de Dios*.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–1 historical and contemporary elements of the cultures of the Spanish-speaking world

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to: **GC–1.5** valuing the cultures of the Spanish-speaking world a. participate in cultural activities and experiences *(continued)*	➢ **Guatemalan Worry Dolls** Introduce some background information related to Guatemalan Worry Dolls and what the Guatemalans believe about them. If possible, bring in samples. Allow the students to create their own Worry Dolls. Materials: – twist-ties (three per doll) – coloured embroidery floss or yarn – scraps of construction paper – scissors – glue – narrow-tipped black marker. Instructions: 1. Twist two twist-ties together about one inch from the end. Leave the short ends together for the head and separate the long ends for the legs. 2. Wrap the third twist-tie around for the doll's arms. If necessary, cut the doll's arms to be the same length. Bend the ends of the ties for hands and feet. 3. Tie the end of a long piece of yarn or floss around the centre of the doll and wrap the yarn or floss around the body and down one leg. Then wind the yarn or floss back up the leg. Wind down and up the other leg, then tie off the ends. 4. Wrap the chest and arms the same way that the legs were wrapped. 5. Fold a small piece of construction paper in half and trim to a circle shape for a head. Leave it joined at the fold. Fold the head over the twist-tie ends, glue in place and add a face.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–1 historical and contemporary elements of the cultures of the Spanish-speaking world

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:
- participate in cultural activities and experiences?

➢ **Informal Observation**
Observe students as they create the Guatemalan Worry Dolls. Make mental notes of each student's level of participation in cultural activities and experiences. Offer feedback, praise and encouragement as needed.

MATERIALS

➢ Three twist-ties per doll, coloured embroidery floss or yarn, scraps of construction paper, scissors, glue, narrow-tipped black markers.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–1 historical and contemporary elements of the cultures of the Spanish-speaking world

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
GC–1.5 valuing the cultures of the Spanish-speaking world *Students will be able to:* a. participate in cultural activities and experiences	➤ ***Ojo de Dios*** Guide the students in creating the traditional Mexican craft of *el Ojo de Dios.* Explain that the *Ojo de Dios* is a form of weaving that is traditional in Jalisco, Mexico. The person who weaves the *Ojo de Dios* wishes for health and prosperity. Its name, colour and texture symbolize a benevolent God's eye watching over all life. Its four points represent earth, fire, water and air. Instructions for creating crafts such as *el Ojo de Dios* can be found on the Internet; e.g., http://www.sanantonio.gov/library/events/hhm/crafts.asp. **Caution** Students should be monitored when they use the Internet.

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Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–1 historical and contemporary elements of the cultures of the Spanish-speaking world

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:
- participate in cultural activities and experiences?

➢ **Learning Log**
Have the students reflect in their learning logs about the craft and whether or not they enjoyed the activity. Encourage the students to reflect on their attitudes and level of participation, using sentence starters such as:
- I learned that …
- I liked …

MATERIALS

➢ Popsicle sticks, coloured yarn, glue.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–2 affirming diversity

SPECIFIC OUTCOMES		SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:		
GC–2.1 awareness of own language(s)	a. identify similarities between their own language(s) and Spanish	➤ **Venn Diagrams and Discussion** Arrange the students into groups of two or three and give the groups a short text in Spanish. Have the student groups identify similarities and differences between their first language and Spanish, then create Venn diagrams. Using an overhead projector, display the passage of the simple Spanish text. Lead the students in a discussion of the similarities and differences listed in their Venn diagrams. For example: – the alphabet is similar – some letters are different (e.g., *ñ – ll – ch*) – symbols of punctuation are different (e.g., *¿? – ¡!*) – accents and use of accent – some vocabulary is similar (cognates). ➤ **"Did You Know?" Posters** Have the students create a "Did You Know?" poster reflecting the similarities between their first language(s) and Spanish. These posters can be displayed throughout the classroom and school.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–2 affirming diversity

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • identify similarities between their own language(s) and Spanish?	
➢ **Observation Checklist** Create an outcome-based checklist and share it with students before they create and discuss their Venn diagrams. Use the checklist to assess if students are able to identify similarities between their own language(s) and Spanish (see sample blackline master in Appendix E: Observation Checklist).	➢ Simple Spanish texts, overhead projector.
➢ **Rating Scale** Create an outcome-based rating scale and share it with students before they create "Did You Know?" posters. Use the rating scale to assess how well students are able to identify similarities between their own language(s) and Spanish (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).	➢ Poster materials.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–2 affirming diversity

SPECIFIC OUTCOMES		SAMPLE TEACHING AND LEARNING ACTIVITIES
	Students will be able to:	
GC–2.2 general language knowledge	a. identify differences and similarities among writing systems from different languages within their personal experience	➤ **Examining Languages** Invite the students to bring in written materials in different languages that they may have at home. Provide additional examples; e.g., instruction manuals, pictures of signs from the community. Include languages: – with different types of letters; e.g., Roman, Greek, Cyrillic – that use characters and/or symbols instead of letters to form words; e.g., Cree, Chinese, Japanese – that are read in different directions; e.g., vertically. Have the students compare and contrast the different forms of writing; e.g., using Venn diagrams. **Extension** Divide the students into groups to prepare a more in-depth study of the different writing systems. Have each group study one of the writing systems and prepare a brief presentation on the similarities and differences between that writing system and the English writing system. Have the students conduct a brief lesson in which they teach their classmates how to use the writing system their group studied.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–2 affirming diversity

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • identify differences and similarities among writing systems from different languages within their personal experience?	
➢ **Observation Checklist** Create an outcome-based checklist and share it with students before they compare a variety of written materials from different languages. Use the checklist to assess if students are able to identify differences and similarities among writing systems from different languages within their personal experience (see sample blackline master in Appendix E: Observation Checklist).	➢ Written materials in different languages, Internet.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–2 affirming diversity

SPECIFIC OUTCOMES		SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:		
GC–2.2 general language knowledge	b. describe ways that languages can be taught and learned	➢ **Examining Language Learning Activities** Present the students with a variety of Spanish language learning activities; e.g., listening to a CD or watching a television program, *canción para saltar la cuerda* (skipping rope rap), examining newspapers, magazines, brochures, menus. Divide the students into partners to review an activity and how it can be used to teach Spanish. ➢ **Interviews** Have the students interview a variety of people who know a second language to discover how they learned that language. Have them then organize the information they learned in a graphic organizer and share it with their peers. ➢ **Brainstorming and Discussion** Have the students brainstorm the different strategies they use when learning a new language. For example: – Use words from their first language to get meaning across. – Use nonverbal cues, gestures and body language. – Ask for clarification. – Use circumlocution to compensate for lack of vocabulary. – Be willing to take risks and try unfamiliar tasks and approaches. – Keep a Learning Log and personal dictionary. – Mimic what the teacher says and copy what others say and/or write. – Use mnemonics to remember verb conjugations and vocabulary spellings. – Connect what they already know with what they are learning. Discuss the different aspects of language learning; e.g., learning the writing system, pronunciation, listening (developing an ear), vocabulary and learning the cultural elements associated with the language.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–2 affirming diversity

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • describe ways that languages can be taught and learned?	
➢ **Learning Log** Have the students reflect on their learning and how well they were able to describe ways that languages can be taught and learned. Have them describe the activities they preferred and why.	➢ None required.
➢ **Observation Checklist** Create an outcome-based checklist and share it with students before they interview people who know a second language. Use the checklist to assess if students are able to describe ways that languages can be taught and learned (see sample blackline master in Appendix E: Observation Checklist).	➢ None required.
➢ **Anecdotal Notes** Observe students as they identify and list strategies they use to learn Spanish. Record anecdotal notes of the extent to which students are able to describe ways that languages can be taught and learned (see sample blackline master in Appendix E: Anecdotal Notes).	➢ None required.

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General Outcome for Global Citizenship
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GC–2 affirming diversity

GC–2.3
awareness of own culture

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to: a. recognize similarities between their own culture and other cultures	➢ **Guided Discussion** Lead the students in a guided discussion of "what is culture?" For example: – where you live: country, climate – what you need to live: clothing, types of food, housing, transportation – who you live with: types of families, roles – other things such as schooling, values and beliefs, government, holidays and traditions, laws. Have the students create charts with selected headings of elements to be compared (e.g., food, clothing) and several cultures to compare.

	My Culture	Mexico	Spain	Colombia
Food				
Clothing				
Celebrations				

→

↓

➢ **Travel Brochures**
Organize the students into partners or small groups and give each group a different Spanish-speaking country to study. Have the students create travel brochures for the country, focusing on pre-determined topics of interest; i.e., food, clothing, celebrations between their own culture and country and that of the country they are studying. Completed travel brochures are presented to the class and put on display.

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General Outcome for Global Citizenship
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GC–2 affirming diversity

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • recognize similarities between their own culture and other cultures?	
➢ **Anecdotal Notes** Observe students as they create charts to compare several elements of various Spanish-speaking countries with their own. Note the extent to which students are able to recognize similarities between their own culture and other cultures (see sample blackline master in Appendix E: Anecdotal Notes).	➢ Magazines, Internet, travel brochures from various Spanish-speaking countries.
➢ **Rubric** Collaboratively create an outcome-based rubric with the students before they create travel brochures on different Spanish-speaking countries. Use the rubric to evaluate how well students are able to recognize similarities between their own culture and other cultures (see sample blackline master in Appendix E: Rubric and Checklist).	➢ Internet, chart paper, markers.

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GC–2 affirming diversity

SPECIFIC OUTCOMES		SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:		
GC–2.3 awareness of own culture	b. make connections between individuals or situations in texts and their own personal experiences	➢ **Common Experiences** Have the students listen to a guest speaker discuss his or her home and/or school life as a child in a Spanish-speaking country. Individually, have the students think about what they learned and compare the life of the guest speaker to their own lives. Then have them choose a story or event that reminds them of something they have experienced in their own lives and draw a picture that illustrates both of these experiences side by side. Have the students write sentences under each scene to describe them. ➢ **Comparing Daily Lives** Read stories that describe the daily lives of people in Spanish-speaking countries. Divide the students into groups and have each group create a time line comparing a typical day in their lives with a typical day in the life of a character from the story. Have the students list what is similar between their own daily lives in Canada and the life of the character from the story.

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GC–2 affirming diversity

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • make connections between individuals or situations in texts and their own personal experiences?	
➢ **Learning Log** Have the students reflect on the differences and similarities between life in a Spanish-speaking country and life in Canada. Students reflect on the similarities between their lives and the life of a character from a story, drawing on past experiences.	➢ Guest speaker, story.
➢ **Anecdotal Notes** Observe students as they compare a typical day in a Spanish-speaking country with a typical day in Canada. Record anecdotal notes of the extent to which students are able to make connections between individuals or situations in texts and their own personal experiences (see sample blackline master in Appendix E: Anecdotal Notes).	➢ Various texts that describe the way of life of Spanish-speaking people.

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GC–2 affirming diversity

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
GC–2.4 general cultural knowledge a. recognize that a variety of cultural practices are followed by their schoolmates and by different groups in their community	➢ **Cultural Survey** Have the students share their personal heritage and cultural backgrounds with one another by conducting a survey; e.g., What do you eat for Christmas dinner? How do you celebrate Thanksgiving Day? Have the students graph and post their results. **Extension** Invite the parents or relatives of the students to give brief presentations about their cultural backgrounds and languages. ➢ **Cultural Fair** Encourage the students to participate in a mini-cultural fair within the classroom. Students, in small groups, prepare presentations on the different cultures represented in the classroom. Students may teach music, games or other cultural traditions. Consider inviting students from lower grades (i.e., Grade 3 and Grade 4) as an audience. **Extension** Arrange for a field trip to a school with a specific cultural focus (e.g., bilingual school, charter school), another language classroom or a cultural community centre. After the field trip, have the students make a class display showing the cultural practices of the students from the other school, class or cultural centre.

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GC–2 affirming diversity

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • recognize that a variety of cultural practices are followed by their schoolmates and by different groups in their community?	
➢ **Anecdotal Notes** Observe students as they survey their classmates about their cultural backgrounds. Record anecdotal notes of the extent to which students are able to recognize that a variety of cultural practices are followed by their schoolmates and by different groups in their community (see sample blackline master in Appendix E: Anecdotal Notes).	➢ Graph paper, markers.
➢ **Informal Observation** Observe students as they participate in a classroom cultural fair. Note the extent to which students are able to recognize that a variety of cultural practices are followed by their schoolmates and by different groups in their community.	➢ Cultural objects and props, costumes, posters.

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GC–2 affirming diversity

GC–2.4 general cultural knowledge

SPECIFIC OUTCOMES *Students will be able to:*	SAMPLE TEACHING AND LEARNING ACTIVITIES
b. recognize that culture is expressed through a variety of forms	➢ **Cultural Festival** As an end-of-year culminating activity, have the students prepare a Spanish Cultural Festival. Organize the students into small groups and assign a different Spanish-speaking country to each group. Each group should research and report on various cultural elements, such as dance, music, food and games. Parents and other classes can be invited to participate in the festival. ➢ **Expressing Culture** Review various pictures, videos or Web sites from Spanish communities and have the students brainstorm different ways that culture is expressed; e.g., through music, dance, literature, entertainment, sport, pastimes, food, clothing, religion, celebrations. Have the students draw and write about the different ways cultures can be expressed. Collect the pictures for a display board and use them as a point of discussion. Images can be added to the display throughout the year.

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GC–2 affirming diversity

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- recognize that culture is expressed through a variety of forms?

➢ **Rubric**
Collaboratively create an outcome-based rubric with the students before they report on various cultural elements of Spanish-speaking countries. Use the rubric to evaluate how well students are able to recognize that culture is expressed through a variety of forms (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

➢ **Self-assessment Rating Scale**
Create an outcome-based self-assessment rating scale and share it with students before they draw and write about the different ways that culture can be expressed. Students use the rating scale to assess how well they are able to recognize that culture is expressed through a variety of forms (see sample blackline master in Appendix E: Self-assessment Rating Scale).

MATERIALS

➢ Internet, library and reference materials on various Spanish-speaking countries, music.

➢ Pictures, video or Web sites from Spanish-speaking countries.

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Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–2 affirming diversity

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to: **GC–2.5** valuing diversity a. engage in activities that reflect different ways of doing things or other perspectives	➢ **Games Around the World** Organize the students into small groups and have them research a simple game that is played in Spanish-speaking countries. Have the students teach the game to their classmates and submit their instructions to you for inclusion in a class "games and activities" book. ➢ **Different Greetings** Discuss various ways that people greet one another in different cultures. For example: – bowing (hands together, hands at sides) – handshaking (two hands, one hand) – kissing (kiss on cheek, one kiss on each cheek, three kisses). Discuss the meanings or origins of these customs. Have the students role-play the various greeting customs in pairs or groups. ➢ **Culture Shock Role-plays** Divide the students into groups and have them present role-plays that show how visitors from Canada would react to the way of life in Spanish-speaking countries and how visitors from other countries would react to the way of life in Canada. Encourage the students to focus their role-plays on different ways of doing things or other perspectives. If possible, video record these role-plays and play them back for the students.

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GC–2 affirming diversity

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • engage in activities that reflect different ways of doing things or other perspectives?	
➢ **Rating Scale** Create an outcome-based rating scale and share it with students before they teach cultural games to their classmates. Use the rating scale to evaluate how well students are able to engage in activities that reflect different ways of doing things or other perspectives (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).	➢ Internet, materials for various games.
➢ **Observation Checklist** Create an outcome-based checklist and share it with students before they discuss and role-play demonstrating various ways that people greet one another. Use the checklist to assess if students are able to engage in activities that reflect different ways of doing things or other perspectives (see sample blackline master in Appendix E: Observation Checklist).	➢ None required.
➢ **Peer-assessment Checklist** With the students, collaboratively create an outcome-based peer-assessment checklist before they create and present their role-plays. Students use the checklist to determine if their peers are able to engage in activities that reflect different ways of doing things or other perspectives (see sample blackline master in Appendix E: Peer-assessment Checklist).	➢ Video recording equipment (optional).

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GC–2 affirming diversity

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. listen with attention to the opinions of others	➢ **Proper Listening Behaviours** Brainstorm and review proper and appropriate listening behaviours. For example:

GC–2.6
intercultural skills

Good Listeners …

- sit still
- do not fidget or play with things
- keep their hands still



- watch the speaker
- keep their eyes open
- look interested

- listen to the speaker
- point their ears toward the speaker



- do not interrupt
- do not speak when the speaker is speaking

- listen with their own questions in mind
- when appropriate, ask for clarification



Encourage the students to practise these behaviours when working in groups and when guest speakers visit the class. Consider video recording the class for review later.

Extension
Ask the students to share their opinions on a text or topic with the class while the others practise proper listening skills.

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GC–2 affirming diversity

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- listen with attention to the opinions of others?

➢ **Self-assessment Checklist and Goal Setting**
Create an outcome-based self-assessment checklist and share it with students before they brainstorm and practise appropriate listening behaviours. Students use the checklist to determine if they are able to listen with attention to the opinions of others. Encourage students to set goals for future learning (see sample blackline master in Appendix E: Self-assessment Checklist and Goal Setting).

MATERIALS

➢ Video recording and viewing equipment (optional).

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GC–2 affirming diversity

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to: **GC–2.6** intercultural skills b. initiate and maintain new relationships	➢ **Initiating a Friendship** Provide the students with phrases that would be useful when initiating a friendship; e.g., *Hola, me llamo María. ¿Cómo te llamas? ¿De dónde eres? ¿Cuántos años tienes?* (Hi, my name is Maria. What is your name? Where are you from? How old are you?). Encourage the students to initiate and maintain a new relationship with a student in class. Have the students work in small groups to create a role-play demonstrating initiating a friendship. ➢ **Pen Pals** If possible, arrange for pen pals with students in Spanish-speaking countries. Have the students initiate friendships by giving brief personal introductions and asking questions about their pen pals. Encourage the students to make connections between their pen pals' lives and their own. ➢ **Guest Speaker Relationships** Have the students introduce themselves in Spanish to a guest speaker. After the presentation, have them design and send thank-you cards. Later in the year, have the students invite the speaker back to participate in a meal or celebration.

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General Outcome for Global Citizenship
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GC–2 affirming diversity

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • initiate and maintain new relationships?	
➢ **Observation Checklist** Create an outcome-based checklist and share it with students before they role-play meeting new friends. Use the checklist to assess if students are able to initiate and maintain new relationships (see sample blackline master in Appendix E: Observation Checklist).	➢ None required.
➢ **Anecdotal Notes** Observe students as they communicate with their pen pals. Record anecdotal notes of the extent to which students are able to initiate and maintain new relationships (see sample blackline master in Appendix E: Anecdotal Notes).	➢ Internet, pen pals.
➢ **Self-assessment Checklist** Create an outcome-based self-assessment checklist and share it with students before they write thank-you cards. Students use the checklist to determine if they are able to initiate and maintain new relationships (see sample blackline master in Appendix E: Self-assessment Checklist).	➢ Card-making materials.

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Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–3 personal and career opportunities

SPECIFIC OUTCOMES		SAMPLE TEACHING AND LEARNING ACTIVITIES
	Students will be able to:	
GC–3.1 the Spanish-speaking world and cultures	a. identify some personal uses they have made of their knowledge of Spanish and of the cultures of the Spanish-speaking world	➢ **KWL Chart** At the beginning of the year, guide the students in creating a KWL chart (Know, Want to know, Learned) and then post the chart in the classroom. The chart remains on the wall and students are encouraged to add to it throughout the year. At the end of the year, guide the students in the completion of the KWL chart and help them identify personal uses of their newfound knowledge (see Appendix D: Graphic Organizers). ➢ **Student Presentations** Students prepare brief presentations (e.g., posters or digital slide shows) outlining their reasons and personal uses for studying Spanish and the cultures of the Spanish-speaking world. Encourage the students to share their presentations with the Grade 3 students who may be studying Spanish the following year.

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Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–3 personal and career opportunities

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- identify some personal uses they have made of their knowledge of Spanish and of the cultures of the Spanish-speaking world?

➢ **Learning Log**
Have the students reflect on the personal uses they have made of their knowledge of Spanish and of the cultures of the Spanish-speaking world. Encourage the students to draw on past experiences and previous knowledge.

➢ **Observation Checklist**
Create an outcome-based checklist and share it with students before they prepare presentations outlining some reasons and personal uses for studying Spanish. Use the checklist to assess if students are able to identify some personal uses they have made of their knowledge of Spanish and of the cultures of the Spanish-speaking world (see sample blackline master in Appendix E: Observation Checklist).

MATERIALS

➢ Chart paper, markers.

➢ Poster materials, computer with digital slide show software (optional).

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–3 personal and career opportunities

SPECIFIC OUTCOMES		SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:		
GC–3.2 cultural and linguistic diversity	a. identify some personal uses they have made of their knowledge of different languages and cultures	➢ **Language and Culture Questionnaire** Have the students create a simple questionnaire to solicit information about their personal uses of different languages and cultures; e.g., Have you used a language besides English or Spanish in the past year? Where? When? Distribute the questionnaires to the class and have students fill them out. Collect the questionnaires and compile the information in a graphic display. **Extension** Have the students survey other students, friends or family members. Collect, compile and graph or chart the results. ➢ **It's a Small World** Have the students monitor television, movies, newspapers, magazines and the radio for references to international languages and cultures. Have them note the language and culture referenced and the context. Compile the information as a class and review the various examples collected. Encourage the students to draw conclusions about the value of understanding various languages and cultures and how they can use that knowledge in their everyday lives.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–3 personal and career opportunities

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • identify some personal uses they have made of their knowledge of different languages and cultures?	
➢ **Learning Log** Have the students reflect on their learning and how well they were able to identify some personal uses they have made of their knowledge of different languages and cultures.	➢ None required.
➢ **Observation Checklist** Create an outcome-based checklist and share it with students before they monitor various media for references to international languages and cultures. Use the checklist to assess if students are able to identify some personal uses they have made of their knowledge of different languages and cultures (see sample blackline master in Appendix E: Observation Checklist).	➢ Television, movies, newspapers, magazines, radio and other media.

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Strategies

General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–1 language learning

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to: **S–1.1** cognitive a. use a variety of simple cognitive strategies, with guidance, to enhance language learning *(continued)*	➢ **Behind Your Back** Divide the students into partners. Give one student a vocabulary list and have him or her write a word on the partner's back. The partner tries to guess what word was written. Have the students switch so that both have the opportunity to write and guess the word. ➢ **Sentence Creation** Write different words from all parts of speech on individual cards. Give one set of cards to each group and have the students manipulate the cards to create phrases or simple sentences. Have them record their sentences in their notebooks. ➢ **Mental Images Game** Review vocabulary related to a previously studied lexical field. Allow students time to memorize the words and use mental images to help remember the terms. Organize the students into small groups. Give each group a mini chalkboard or whiteboard (if not available, students can use paper). Call out a word in Spanish and one student per team quickly writes down the corresponding word in English or draws a picture to represent the word. The first student to show the correct answer scores a point. Continue play for several rounds so that each student has a chance to write out the word in English. ➢ **Personal Dictionaries** Have the students keep personal dictionaries or phrasebooks in which they record new words and phrases learned. Have the students provide a context for the words and phrases (e.g., include sentences that use the word or phrase, draw a picture of the action or phrase). Also have the students indicate the function of the word or phrase (e.g., action verb, adjective, preposition). Encourage the students to organize vocabulary terms according to lexical fields (e.g., family, school, clothing, weather).

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General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–1 language learning

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- use a variety of simple cognitive strategies, with guidance, to enhance language learning?

➢ **Peer-assessment Checklist**
With the students, collaboratively create an outcome-based peer-assessment checklist before playing the game. Students use the checklist to determine if their peers are able to use a variety of simple cognitive strategies, with guidance, to enhance language learning; e.g., use mental images to remember new information (see sample blackline master in Appendix E: Peer-assessment Checklist).

➢ **Observation Checklist**
Create an outcome-based checklist and share it with students before they create sentences. Use the checklist to assess if students are able to use a variety of cognitive strategies, with guidance; e.g., group together vocabulary and sentence structure (see sample blackline master in Appendix E: Observation Checklist).

➢ **Anecdotal Notes**
Observe students as they play the mental images game. Record anecdotal notes of the extent to which students are able to use a variety of simple cognitive strategies, with guidance, to enhance language learning; e.g., use mental images to remember new information (see sample blackline master in Appendix E: Anecdotal Notes).

➢ **Observation Checklist**
Create an outcome-based checklist and share it with students before they create personal dictionaries. Use the checklist to assess if students are able to use a variety of simple cognitive strategies, with guidance, to enhance language learning; e.g., group sets of words together with similar characteristics, look for patterns and relationships and make personal dictionaries (see sample blackline master in Appendix E: Observation Checklist).

MATERIALS

➢ Vocabulary lists.

➢ Word cards.

➢ Mini chalkboards and chalk or whiteboards and whiteboard markers.

➢ Personal dictionaries.

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General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–1 language learning

SPECIFIC OUTCOMES		SAMPLE TEACHING AND LEARNING ACTIVITIES
	Students will be able to:	
S–1.1 cognitive	a. use a variety of simple cognitive strategies, with guidance, to enhance language learning	➢ **Rhymes and Songs** Teach the students short rhymes or songs that include words from vocabulary lists and their personal dictionaries. For example, when reviewing body parts, have the students sing "Head and Shoulders, Knees and Toes." Have the students modify the songs by changing the words to other body parts, classroom objects, family members and other vocabulary words. Have them then teach their own versions to other students.

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General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–1 language learning

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- use a variety of simple cognitive strategies, with guidance, to enhance language learning?

➢ **Anecdotal Notes**
Observe students as they practise short rhymes and songs that include words from vocabulary lists. Note the extent to which students are able to use a variety of simple cognitive strategies, with guidance, to enhance language learning; e.g., learn short rhymes or songs, incorporate new vocabulary or sentence patterns (see sample blackline master in Appendix E: Anecdotal Notes).

MATERIALS

➢ Simple rhymes and songs in Spanish.

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General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–1 language learning

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to: **S–1.2 metacognitive** a. use a variety of simple metacognitive strategies, with guidance, to enhance language learning	➢ **Highlighting Unknown Words** Create a simple reading activity in which students read a passage, highlight the words they know with one colour and, with a different colour, highlight words they want to learn. Once their highlighting is complete, have the students follow up by creating a list of the words they highlight as "want to learn" and have them find out their meanings and practise the pronunciation and spelling of those terms. Have the students tape the list in their learning logs. ➢ **Preparing for Research** Divide the students into groups and have them prepare for a research activity by planning in advance how to approach the task. Have the students brainstorm in their groups what tasks they will need to complete and the steps involved. Have the groups assign tasks to different group members. Discuss how using different strategies may enable them to cope with texts containing unknown elements and have the groups create a list of strategies they will attempt to use during the task. **Extension** Have the students listen for or read for key words in a variety of texts during their research. ➢ **Use and Track Learning Strategies** Provide students with a checklist of learning strategies. Model and discuss the strategies as a class. Have the students include the list in their learning logs and check off the strategies they have used. Have the students reflect on their strengths and weaknesses and identify goals for using specific strategies for self-improvement.

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General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–1 language learning

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- use a variety of simple metacognitive strategies, with guidance, to enhance language learning?

➢ **Learning Log**
Have the students reflect on their learning and how well they are able to use a variety of simple metacognitive strategies, with guidance, to enhance language learning; e.g., know how strategies may enable coping with texts containing unknown elements.

➢ **Self-assessment Checklist**
Create an outcome-based self-assessment checklist and share it with students prior to beginning the research activity. Students use the checklist to determine if they are able to use a variety of simple metacognitive strategies, with guidance, to enhance language learning; e.g., make a plan in advance about how to approach a language learning task (see sample blackline master in Appendix E: Self-assessment Checklist).

➢ **Learning Log/Goal Setting**
Have the students reflect on how well they are able to use a variety of simple metacognitive strategies, with guidance, to enhance language learning. For example:

- For what task did I use the strategy?
- What strategies worked best for me?
- What strategies did not work well for me?

Have the students write about the strategies they use most often and set goals regarding strategies they would like to try.

MATERIALS

➢ Spanish text, highlighters of different colours.

➢ Various reference materials for a research project.

➢ Lists of metacognitive strategies.

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General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–1 language learning

SPECIFIC OUTCOMES *Students will be able to:*	SAMPLE TEACHING AND LEARNING ACTIVITIES
S–1.3 social/affective a. use a variety of simple social and affective strategies, with guidance, to enhance language learning	➢ **Collaborative Reading** Provide a selection of visually rich simple Spanish storybooks. Have the students work in groups to read the books. Once all groups have finished, each group provides a brief oral summary of their book to the class. ➢ **Cooperative Learning Centres** Create a variety of cooperative learning centres. Learning centre ideas may include drama (student-created skits and plays), posters or collage creation to reflect a specific outcome, games and music appreciation. For example, in a music centre, provide the students with a copy of the lyrics to a song and ask them to collaboratively work together to learn the song. Have the students then present the song to the class and teach it to their classmates. ➢ **Modelling Strategies** Lead students in a discussion of how taking risks is an important part of language learning. Model various social and affective strategies, such as risk-taking, self-talk and humour. Describe your own experiences using these types of strategies. For example: – You visit a household, community or country where Spanish is spoken. You don't know the people, but you try speaking to them in Spanish anyway. – You are about to do a presentation in Spanish to the class and you are nervous about your pronunciation. Before your presentation, think positive thoughts and encourage yourself by thinking of all the things you have done already in Spanish. Encourage the students to use these strategies on their own.

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General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–1 language learning

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- use a variety of simple social and affective strategies, with guidance, to enhance language learning?

➢ **Anecdotal Notes**
Observe students as they read simple Spanish storybooks in small groups. Record anecdotal notes of the extent to which students are able to use a variety of simple social and affective strategies, with guidance, to enhance language learning; e.g., participate in shared reading experiences (see sample blackline master in Appendix E: Anecdotal Notes).

➢ **Rating Scale**
Create an outcome-based rating scale and share it with students before they circulate throughout the learning centres. Use the rating scale to assess how well students are able to use a variety of simple social and affective strategies, with guidance, to enhance language learning; e.g., work cooperatively with peers in small groups (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

➢ **Learning Log**
Have the students reflect on their own experiences in which they have taken risks, used self-talk and used humour in their learning. Ask them to draw on their past experiences and previous knowledge. Have the students reflect on the extent to which these strategies have enhanced their language learning. What new strategies have they been introduced to? Will they continue to (or attempt to) use these strategies in the future?

MATERIALS

➢ Variety of simple, well-illustrated Spanish stories.

➢ Centre materials; e.g., flash cards, easy Spanish songs and accompanying lyrics, games, puppets.

➢ None required.

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General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–2 language use

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to: **S–2.1** interactive a. use a variety of simple interactive strategies, with guidance	➢ **Clarification Phrases** To assist students in interacting with others in Spanish, model commonly used words, phrases and sentences to ask for clarification, help or repetition. Post these phrases around the classroom and encourage the students to practise them when conversing in groups. Sample phrases include: – *No entiendo.* (I don't understand.) – *Repite por favor*. (Repeat, please.) – *¿Me entiendes?* (Do you understand me?) – *Lo siento.* (I'm sorry.) – *Más despacio, por favor.* (Slower, please.) Organize the students into small groups. Have the groups prepare brief skits where they demonstrate simple interaction patterns using the phrases above. ➢ **Conversing in Groups** Divide the students into groups and have them participate in short conversations with each other on pets, hobbies and other topics of interest. Encourage the students to use strategies such as interpreting nonverbal clues (e.g., mime, pointing, smiling, nodding, raising eyebrows), asking for clarification or repetition, circumlocution (e.g., "the thing you hang the clothes on" for hanger), repeating part of what someone has said to confirm understanding, and asking follow-up questions to check for understanding (e.g., Am I making sense?).

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General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–2 language use

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- use a variety of simple interactive strategies, with guidance?

➢ **Anecdotal Notes**
Observe students as they practise using the clarification phrases. Record anecdotal notes of the extent to which students are able to use a variety of simple interactive strategies, with guidance; e.g., ask for clarification or repetition (see sample blackline master in Appendix E: Anecdotal Notes).

➢ **Observation Checklist**
Create an outcome-based checklist and share it with students before they converse in small groups. Use the checklist to assess if students are able to use a variety of simple interactive strategies, with guidance; e.g., use circumlocution, ask for clarification and repeat part of what someone has said (see sample blackline master in Appendix E: Observation Checklist).

MATERIALS

➢ Chart paper, markers.

➢ None required.

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General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–2 language use

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
S–2.2 interpretive a. use a variety of simple interpretive strategies, with guidance	➢ **Making Predictions** Before reading a text, have the students predict what it is about based on the title and any illustrations. Before a guest speaker arrives, have the students make predictions about what they expect to hear based on what they already know about the topic. ➢ **Text Reading Strategies** Provide the students with a Spanish text on a specific topic. Create questions about the topic and have the students skim and scan the text to find the answers. Have the students read the text more closely, identifying key words and phrases and rereading several times to understand the more complex ideas. Teach the students strategies for dealing with unknown words in a text. For example: – Read the sentences before and after the unknown word. – Find words or phrases that give clues to the word's meaning or function. – Look at clues as to the word's function by examining its spelling. Have the students then summarize the information learned from the text. Encourage them to make connections between the text and their prior knowledge. ➢ **Visuals and Gestures for Improving Communication** Have the students play games like Pictionary or charades to provide them with practise using gestures and visual supports to aid comprehension. Encourage the students to use visuals and gestures to aid their communication in Spanish whenever possible, such as when conversing with classmates or a classroom guest.

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General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–2 language use

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:
- use a variety of simple interpretive strategies, with guidance?

➢ **Observation Checklist**
Create an outcome-based checklist and share it with students before they make their predictions. Use the checklist to assess if students are able to use a variety of simple interpretive strategies, with guidance; e.g., make predictions before reading a text or before an oral presentation (see sample blackline master in Appendix E: Observation Checklist).

➢ **Anecdotal Notes**
Observe students as they use the interpretive strategies to decipher the text. Record anecdotal notes of the extent to which students are able to use a variety of simple interpretive strategies, with guidance; e.g., summarize information gathered and use skimming and scanning to locate key information in texts (see sample blackline master in Appendix E: Anecdotal Notes).

➢ **Checklist and Comments**
Create an outcome-based checklist and share it with students before they play games like Pictionary or charades. Use the checklist to assess if students are able to use a variety of simple interpretive strategies, with guidance; e.g., use gestures and visual supports to aid comprehension (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

MATERIALS

➢ Spanish storybook.

➢ Spanish text on a specific topic.

➢ Pictionary, topics for charades.

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General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–2 language use

SPECIFIC OUTCOMES		SAMPLE TEACHING AND LEARNING ACTIVITIES
	Students will be able to:	
S–2.3 productive	a. use a variety of simple productive strategies, with guidance	➢ **Mobile Madness** Divide the students into groups and have them design, create and hang mobiles in the classroom. Ensure each mobile contains elements (e.g., vocabulary, grammatical structures) related to a theme studied. Ideally, each group is assigned different elements so when the mobiles are hung, all current vocabulary is visible. Encourage the students to refer to the mobiles throughout the year. ➢ **The Writing Process** Have the students listen to and read various samples of basic familiar fables or fairy tales and take notes to help their own writing. After reviewing different examples, have the students create their own texts following a chosen pattern with illustrations to provide detail. Have the students brainstorm their ideas before starting, then follow the writing process; e.g., prewriting, writing, revisions, correction and publication. Encourage the students to apply grammar rules to improve their texts and to avoid difficult structures by rephrasing.

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General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–2 language use

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- use a variety of simple productive strategies, with guidance?

➢ **Anecdotal Notes**
Observe students as they refer to their mobiles throughout the year. Record anecdotal notes of the extent to which students are able to use a variety of simple productive strategies, with guidance; e.g., use words that are visible in the immediate environment (see sample blackline master in Appendix E: Anecdotal Notes).

➢ **Learning Log**
Have the students assess their use of the writing process and identify how it helped them create a better product. How did they use illustrations to convey meaning? Have the students indicate one thing they would do differently next time. Encourage the students to include their writing in their portfolios.

MATERIALS

➢ Hangers, magazines, glue, scissors, markers.

➢ Examples of basic familiar fables or fairy tales.

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General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–3 general learning

	SPECIFIC OUTCOMES *Students will be able to:*	SAMPLE TEACHING AND LEARNING ACTIVITIES
S–3.1 cognitive	a. use simple cognitive strategies to enhance general learning	➢ **Mental Images** Present students with pictures that have the words written under them or on the back. Encourage students to concentrate on retaining mental images from the pictures and text to help them remember the new vocabulary. Eventually, remove the picture part of the prompt, leaving only the written text. Alternatively, the picture is left and the word is removed. ➢ **Categorizing Words** List several categories of objects on the board; e.g., types of plants, animals, vehicles, tools, clothing, instruments. From a container, have the students draw word cards with names of items on them. Have the students read the words and then identify the category or categories to which the words belong.

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General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–3 general learning

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • use simple cognitive strategies to enhance general learning?	
➢ **Learning Log** Have the students reflect on the strategy of using mental images to remember vocabulary. Did they find it helpful? What could they do differently to increase the effectiveness of this strategy?	➢ Picture cards with words.
➢ **Peer-assessment Checklist** With the students, collaboratively create an outcome-based peer-assessment checklist before they categorize the words. Students use the checklist to determine if their peers are able to use simple cognitive strategies to enhance general learning; e.g., classify objects and ideas according to their attributes (see sample blackline master in Appendix E: Peer-assessment Checklist).	➢ A variety of Spanish words, container.

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General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–3 general learning

SPECIFIC OUTCOMES *Students will be able to:*	SAMPLE TEACHING AND LEARNING ACTIVITIES
S–3.2 metacognitive a. use simple metacognitive strategies to enhance general learning *(continued)*	➢ **Letters Home** Have the students write a letter to their parents or guardians regarding their learning. Provide guidance to students, encouraging them to think about how they learn best. Have them list the strategies and/or activities that have worked best for them and why they believe those strategies are effective and how they intend to apply them in their future Spanish classes. Have them refer to their learning logs if they have been tracking the various strategies and/or activities they have been using. Encourage the students to think about their thinking, identify how they best learn and how they apply those strategies to optimize their learning of Spanish. Invite parents or guardians to respond to the students' letters. ➢ **Project Plans** Before beginning a task, have the students plan the steps they will take to complete it. For example, have the students make a plan for a visit to a bilingual Kindergarten or Grade 1 class to present a play. They jot down different jobs they need to do; e.g., who will be responsible for making the backdrop and getting materials. They write down the process in their learning logs to check their own progress and also to check if they have followed their plan.

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General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–3 general learning

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- use simple metacognitive strategies to enhance general learning?

➢ **Rating Scale**
Create an outcome-based rating scale and share it with students before they write their letters. Use the rating scale to assess how well students are able to use simple metacognitive strategies to enhance general learning; e.g., reflect on their learning and which strategies worked best for them (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

➢ **Rubric**
Collaboratively create an outcome-based rubric with the students before they create their project plans. Use the rubric to evaluate how well students are able to use simple metacognitive strategies to enhance general learning; e.g., make a plan in advance about how to approach a task (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

MATERIALS

➢ None required.

➢ None required.

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General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–3 general learning

SPECIFIC OUTCOMES *Students will be able to:*	SAMPLE TEACHING AND LEARNING ACTIVITIES
S–3.2 metacognitive a. use simple metacognitive strategies to enhance general learning	➢ **Self-analysis** Have the students complete a self-analysis based on their own learning needs and interests. Have them think about and answer questions such as: – When I'm working on an activity, what kinds of things help me? How do they help me? For example: • other students • adults • things on my desk • books and reference materials. – What things do I need to do to help myself: • before I start • during the activity • after the activity? – What are my favourite things to learn about? – Rate the following things from one (like it the most) to ten (like it the least): sort things, organize things, look for information, watch videos, role-play, learn about culture, play games, write my own stories, create art work, listen to guest speakers.

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General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–3 general learning

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- use simple metacognitive strategies to enhance general learning?

➢ **Learning Log**
Have the students respond to the activity by writing about how thinking about their learning wants and needs helps them become better learners. Have the students describe how they will use what they know about themselves in future learning activities.

MATERIALS

➢ None required.

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General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–3 general learning

SPECIFIC OUTCOMES *Students will be able to:*	SAMPLE TEACHING AND LEARNING ACTIVITIES
S–3.3 social/affective a. use simple social and affective strategies to enhance general learning	➢ **Brainstorming Strategies** Brainstorm with students social and affective strategies they might use to enhance their learning of Spanish; e.g., ask the teacher for help, ask a fellow classmate to explain something they find difficult, pair up to quiz one another before a test, pair up and take turns reading simple Spanish storybooks, share assignments by dividing up the work and then coming together to synthesize and summarize to produce a final project. Ask the students for additional ideas of how they can work with others to mutually enhance learning. Have the students identify the strategies they have used, ones they would like to use more often and strategies they would like to try. ➢ **Group Problem Solving** Have the students work in groups of five and assign them a simple problem; e.g., they must prepare posters about specific Spanish activities happening in the school and complete them before tomorrow afternoon, or they need to make a convincing presentation to Grade 3 students about why it is beneficial to take Spanish as a second language. Provide the students with a simple problem-solving model. For example: 1. Identify the problem or issue. 2. Think of possible solutions. 3. Identify the consequences of each solution. 4. Decide on the best solution (most positive results). 5. Follow through with a plan of action. Have the groups work through the problem and develop an action plan. Have each group present its problem and solution to the rest of the class and explain how they worked together to come up with the solution.

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General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–3 general learning

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- use simple social and affective strategies to enhance general learning?

➢ **Anecdotal Notes**
Observe students as they brainstorm social and affective strategies that might help them learn Spanish. Record anecdotal notes of the extent to which students are able to use simple social and affective strategies to enhance general learning; e.g., working with fellow classmates on brainstorming strategies (see sample blackline master in Appendix E: Anecdotal Notes).

➢ **Observation Checklist**
Create an outcome-based checklist and share it with students prior to the group problem-solving activity. Use the checklist to assess if students are able to use simple social and affective strategies to enhance general learning; e.g., participate in cooperative group learning tasks and take part in group decision-making processes (see sample blackline master in Appendix E: Observation Checklist).

MATERIALS

➢ None required.

➢ None required.

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Grade Level Samples for Grade 6

Applications **538**

Language Competence **594**

Global Citizenship **642**

Strategies **686**

General Outcomes

General outcomes are broad statements identifying the knowledge, skills and attitudes that students are expected to achieve in the course of their language learning experience. The four general outcomes serve as the foundation for the program of studies.

Applications



Students will use Spanish in a variety of **situations** and for a variety of **purposes**.

- A–1 to impart and receive information
- A–2 to express emotions and personal perspectives
- A–3 to get things done
- A–4 to form, maintain and change interpersonal relationships
- A–5 to extend their knowledge of the world
- A–6 for imaginative purposes and personal enjoyment

Language Competence



Students will use Spanish **effectively** and **competently**.

- LC–1 attend to form
- LC–2 interpret and produce texts
- LC–3 apply knowledge of the sociocultural context
- LC–4 apply knowledge of how discourse is organized, structured and sequenced

Global Citizenship



Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

- GC–1 historical and contemporary elements of the cultures of the Spanish-speaking world
- GC–2 affirming diversity
- GC–3 personal and career opportunities

Strategies



Students will know and use strategies to maximize the **effectiveness** of learning and communication.

- S–1 language learning
- S–2 language use
- S–3 general learning

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Applications

General Outcome for Applications
Students will use Spanish in a variety of **situations** and for a variety of **purposes**.

A–1 to impart and receive information

SPECIFIC OUTCOMES		SAMPLE TEACHING AND LEARNING ACTIVITIES
	Students will be able to:	
A–1.1 share factual information	a. describe people, places, things and series or sequences of events or actions	➢ **Describing People** Invite a student to the front of the classroom to describe another student, including his or her clothing and accessories. The other classmates who are listening must try to guess who is being described. **Extension** Have the students prepare a skit in which they must find a lost sibling at the mall and, using simple adjectives, describe the sibling to mall security. ➢ **Celebrity Descriptions** Have the students bring in pictures of their favourite celebrities. Have them describe orally the celebrities' appearance and personality, using simple adjectives. For example: *Madonna*: – *Madonna es mi cantante favorita.* (Madonna is my favourite singer.) – *Es bonita.* (She is beautiful.) – *Es original.* (She is original.) – *Tiene pelo rubio.* (She has blonde hair.) – *Tiene ojos azules*. (She has blue eyes.)

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General Outcome for Applications
Students will use Spanish in a variety of **situations** and for a variety of **purposes**.

A–1 to impart and receive information

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • describe people, places, things and series or sequences of events or actions?	
➢ **Anecdotal Notes** Observe students as they describe classmates to one another. Record anecdotal notes of the extent to which students are able to describe people, places, things and series or sequences of events or actions (see sample blackline master in Appendix E: Anecdotal Notes).	➢ None required.
➢ **Observation Checklist** Create an outcome-based checklist and share it with students as they orally describe their favourite celebrities. Use the checklist to assess if students are able to describe people, places, things and series or sequences of events or actions (see sample blackline master in Appendix E: Observation Checklist).	➢ None required.

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General Outcome for Applications
Students will use Spanish in a variety of **situations** and for a variety of **purposes**.

A–2 to express emotions and personal perspectives

A–2.1 share ideas, thoughts, opinions, preferences

SPECIFIC OUTCOMES

Students will be able to:

a. inquire about and express likes and dislikes

SAMPLE TEACHING AND LEARNING ACTIVITIES

➢ **Class Surveys**
Have the students create small, simple surveys about food preferences. For example:

Nombre (Name)	*Pizza* (Pizza)	*Brecól* (Broccoli)	*Helado* (Ice cream)	*Arroz* (Rice)	*Tacos* (Tacos)
Sylvie					
Aline					
Janice					
James					
Terryl					
Elizabeth					
Jacqueline					
Luis					

Have the students circulate and ask their classmates, individually, about their food preferences; e.g., *¿Te gusta pizza?* (Do you like pizza?). The respondents answer in complete sentences: *Sí, me gusta pizza* (Yes, I like pizza). The interviewer then writes *Sí* (Yes) or *No* (No) in the box beside each respondent's name. Have the students create a class bar graph representing the various likes and dislikes of class members.

➢ **Hobbies and Pastimes**
Present students with a variety of pictures depicting hobbies and pastimes. Ask the students which activities they prefer, using questions such as *¿Prefieres volíbol o fútbol?* (Do you prefer volleyball or soccer?). Have the students respond in complete sentences; e.g., *Prefiero fútbol* (I prefer soccer).

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General Outcome for Applications
Students will use Spanish in a variety of **situations** and for a variety of **purposes**.

A–2 to express emotions and personal perspectives

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- inquire about and express likes and dislikes?

➢ **Observation Checklist**
Create an outcome-based checklist and share it with students before they survey the class on their preferences. Use the checklist to assess if students are able to inquire about and express likes and dislikes (see sample blackline master in Appendix E: Observation Checklist).

➢ **Anecdotal Notes**
Observe students as they view pictures and express their preferences. Record anecdotal notes of the extent to which students are able to inquire about and express likes and dislikes (see sample blackline master in Appendix E: Anecdotal Notes).

MATERIALS

➢ None required.

➢ Pictures of hobbies and pastimes.

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General Outcome for Applications
Students will use Spanish in a variety of **situations** and for a variety of **purposes**.

A–2 to express emotions and personal perspectives

	SPECIFIC OUTCOMES *Students will be able to:*	SAMPLE TEACHING AND LEARNING ACTIVITIES
A–2.1 share ideas, thoughts, opinions, preferences	b. record and share thoughts and ideas with others; e.g., keep a journal of ideas, favourite words and phrases	➢ **Sharing Photographs** Ask the students to bring in photographs showing themselves at an event of personal significance; e.g., sporting event, summer holiday, special event, birthday party. In small groups, have the students share their photographs and their thoughts about the event. ➢ **Music Appreciation Stations** Set up a variety of music appreciation stations. Include classical and contemporary Spanish music and instruments from various Spanish-speaking countries. Have the students listen to the music at the various stations and use checklists to record their thoughts and opinions on the music and instruments. Afterwards, divide the students into groups and have them discuss their thoughts and opinions with other students.

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General Outcome for Applications
Students will use Spanish in a variety of **situations** and for a variety of **purposes**.

A–2 to express emotions and personal perspectives

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- record and share thoughts and ideas with others?

➢ **Learning Log**
Have the students reflect on how well they were able to share their thoughts and ideas on the photographs with others. For example:
- One thing I shared with the other students was …
- When sharing with the other students, I tried to …

➢ **Peer-assessment Checklist**
With the students, collaboratively create an outcome-based peer-assessment checklist before they circulate throughout the music appreciation stations and discuss the music in groups. Students use the checklist to determine if their peers are able to record and share thoughts and ideas with others (see sample blackline master in Appendix E: Peer-assessment Checklist).

MATERIALS

➢ Student photographs.

➢ Variety of contemporary and classical Spanish music, listening stations, variety of musical instruments from Spanish-speaking countries.

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General Outcome for Applications
Students will use Spanish in a variety of **situations** and for a variety of **purposes**.

A–2 to express emotions and personal perspectives

SPECIFIC OUTCOMES		SAMPLE TEACHING AND LEARNING ACTIVITIES
	Students will be able to:	
A–2.2 share emotions, feelings	a. inquire about, record and share personal experiences involving an emotion or a feeling	➢ **Responding to Photographs** Divide the students into groups. Give each group a photograph and have the students take turns expressing their feelings about it. Have the students in each group hold a "talking stick" and share their feelings, then pass the stick to the next student. Only the student with the talking stick may speak. One student in each group records the responses. Once everyone has had a chance to speak, the recorded responses are written on chart paper, posted with the photograph and displayed around the room. ➢ **Sharing Personal Photographs** Ask the students to bring in photographs of important personal experiences. In small groups, have them share information about their personal experience and how they felt about it. For example: – *Éste es mi hermano.* (This is my brother.) – *Él es un bebé.* (He is a baby.) – *Su cumpleaños es el 7 de octubre.* (His birthday is on October 7.) – *Estoy contenta cuando juego con él.* (I am happy when I play with him.)

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General Outcome for Applications
Students will use Spanish in a variety of **situations** and for a variety of **purposes**.

A–2 to express emotions and personal perspectives

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • inquire about, record and share personal experiences involving an emotion or a feeling?	
➢ **Self-assessment Checklist** Create an outcome-based self-assessment checklist and share it with students before they express their thoughts on the photographs. Students use the checklist to determine if they are able to inquire about, record and share personal experiences involving an emotion or a feeling (see sample blackline master in Appendix E: Self-assessment Checklist).	➢ Various photographs, talking stick, chart paper, markers.
➢ **Peer-assessment Checklist** With the students, collaboratively create an outcome-based peer-assessment checklist before they share their personal photographs with each other. Students use the checklist to determine if their peers are able to inquire about, record and share personal experiences involving an emotion or a feeling (see sample blackline master in Appendix E: Peer-assessment Checklist).	➢ Student photographs.

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General Outcome for Applications
Students will use Spanish in a variety of **situations** and for a variety of **purposes**.

A–3 to get things done

SPECIFIC OUTCOMES		SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:		
A–3.1 guide actions of others	a. encourage or discourage others from a course of action	➤ **Terms of Encouragement and Discouragement** Discuss scenarios in which students would encourage or discourage others from a course of action. Review and practise terms of encouragement. For example: – *Muy bien.* (Very good.) – *¡Andale!* (Let's go! Come on!) – *¡Dale!* (Come on!) – *¡Más rápido!* (Quicker/faster!) – *¡Sigue así!* (Keep going!) – *¡Estupendo!* (Great!) – *¡Tremendo!* (Tremendous!) – *¡Ánimo!* (Come on!) – *¡Tu puedes hacerlo!* (You can do it!) Review and practise terms of discouragement. For example: – *¡Alto!* (Stop!) – *¡Para!* (Stop!) – *¡Éso no se hace!* (That's not how you do it!) – *Estás equivocado.* (You are wrong.) – *Incorrecto.* (Incorrect.) – *¡Cuidado!* (Careful!) – *Eso es incorrecto.* (That's wrong.) Post these terms in the classroom and encourage the students to use them when playing a game or doing group work. ➤ **Teamwork** Divide the students into teams and set up an obstacle course in the classroom or schoolyard. Have each group decide on one member to wear a blindfold. Blindfold the listeners and then have each team direct its listener through the obstacle course, using verbal instructions and terms of encouragement and discouragement.

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General Outcome for Applications
Students will use Spanish in a variety of **situations** and for a variety of **purposes**.

A–3 to get things done

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- encourage or discourage others from a course of action?

➢ **Observation Checklist**
Create an outcome-based checklist and share it with students before they play a game or work in groups. Use the checklist to assess if students are able to encourage or discourage others from a course of action (see sample blackline master in Appendix E: Observation Checklist).

➢ **Anecdotal Notes**
Observe the students as they give directions through the obstacle course and record anecdotal notes of their ability to encourage or discourage others from a course of action (see sample blackline master in Appendix E: Anecdotal Notes).

MATERIALS

➢ Chart paper, markers.

➢ Obstacle course, blindfolds.

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General Outcome for Applications
Students will use Spanish in a variety of **situations** and for a variety of **purposes**.

A–3 to get things done

SPECIFIC OUTCOMES		SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:		
A–3.1 guide actions of others	b. give and follow a simple sequence of instructions; e.g., a series of steps to play a game	➢ **Row Races** Divide the students into teams and have them sit in rows. Ask the students at the front of the rows to come to the front of the classroom. Give a simple sequence of actions to be performed. Have the first students each return to their row and tell the next student in the row these instructions. The sequence of actions is verbally relayed down the row. The last students in the rows listen and then perform the sequence of actions. ➢ **Treasure Hunt** Divide the students into groups and have them prepare a treasure hunt for another group in which they must follow a series of clues to find a treasure. For example: *Pista 1* (Clue 1): *Vaya a la biblioteca. Abran el diccionario.* (Go to the library. Open the dictionary.) *Pista 2* (Clue 2): *Id a la oficina. Preguntad a la secretaria por la pista 2.* (Go to the office. Ask the secretary for Clue 2.)

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General Outcome for Applications
Students will use Spanish in a variety of **situations** and for a variety of **purposes**.

A–3 to get things done

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- give and follow a simple sequence of instructions?

➢ **Anecdotal Notes**
Observe the students as they relay the instructions from one member to the next on their team. Record anecdotal notes of the extent to which they are able to give and follow a simple sequence of instructions (see sample blackline master in Appendix E: Anecdotal Notes).

➢ **Self-assessment Checklist**
Create an outcome-based self-assessment checklist and share it with students prior to them creating and following the treasure hunt instructions. After the treasure hunt, students assess how well they were able to give and follow a simple sequence of instructions (see sample blackline master in Appendix E: Self-assessment Checklist).

MATERIALS

➢ None required.

➢ Treasures to hide.

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General Outcome for Applications
Students will use Spanish in a variety of **situations** and for a variety of **purposes**.

A–3 to get things done

	SPECIFIC OUTCOMES *Students will be able to:*	SAMPLE TEACHING AND LEARNING ACTIVITIES
A–3.2 state personal actions	a. make an offer and an invitation, and respond to offers and invitations made by others	➢ **You Are Invited to …** Have the students create formal and informal invitations on paper and in e-mails and send them to you and to each other. Have the recipients respond to the offers by accepting or declining the invitation. **Extension** Have the students perform role-plays in which they practise inviting another person to a party. ➢ **Potluck** Have a potluck day when students bring in various cultural dishes related to a celebration. Have the students practise offering one another their food and accepting or declining the offers. For example: *¿Quieres probar tacos?* (Do you want to try tacos?) *Sí, gracias.* (Yes, thank you.) OR *No gracias. No me gustan los tacos.* (No, thank you. I do not like tacos.)

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General Outcome for Applications
Students will use Spanish in a variety of **situations** and for a variety of **purposes**.

A–3 to get things done

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • make an offer and an invitation, and respond to offers and invitations made by others?	
➢ **Anecdotal Notes** Observe students as they create formal and informal invitations. Record anecdotal notes of the extent to which students are able to make an offer and an invitation, and respond to offers and invitations made by others (see sample blackline master in Appendix E: Anecdotal Notes).	➢ Invitation templates, e-mail, computer printer.
➢ **Observation Checklist** Create an outcome-based checklist and share it with students before the potluck celebration. Use the checklist to assess if students are able to make an offer and an invitation, and respond to offers and invitations made by others (see sample blackline master in Appendix E: Observation Checklist).	➢ Various cultural foods.

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General Outcome for Applications
Students will use Spanish in a variety of **situations** and for a variety of **purposes**.

A–3 to get things done

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to: **A–3.2** state personal actions b. inquire about and express ability and inability to do something	➢ **Collage** Have the students create a collage of activities that they are able to do and then write a summary paragraph. For example: *Puedo cantar opera.* (I can sing opera.) *Puedo bailar Hip Hop.* (I can dance Hip Hop.) *Puedo jugar fútbol.* (I can play soccer.) ➢ **Ability Survey** Create a chart describing specific actions. For example:

bailar jazz (to jazz dance)	*cantar opera* (to sing opera)	*jugar fútbol* (to play soccer)	*tocar un instrumento musical* (to play a musical instrument)

Practise the question *¿Puedes …?* (Can you …?) and discuss possible responses as a class. Have the students interact in pairs, with one student asking, *¿Puedes bailar jazz?* (Can you jazz dance?) and another student responding with a complete sentence, either *No, no puedo bailar jazz* (No, I cannot jazz dance) or *Sí, puedo bailar jazz* (Yes, I can jazz dance). If the answer is "yes," the student that asked the question writes the name of that student in the box. The students then move on to new partners. The goal of the activity is to find students who can perform each of the activities listed in the chart. Discuss the survey results as a class.

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General Outcome for Applications
Students will use Spanish in a variety of **situations** and for a variety of **purposes**.

A–3 to get things done

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • inquire about and express ability and inability to do something?	
➢ **Rating Scale** Collaboratively create an outcome-based rating scale with the students before they create their collages. Use the rating scale to assess how well students are able to inquire about and express ability and inability to do something (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).	➢ Magazines, scissors, glue.
➢ **Anecdotal Notes** Observe students as they ask and answer questions related to the survey. Record anecdotal notes of the extent to which students are able to inquire about and express ability and inability to do something (see sample blackline master in Appendix E: Anecdotal Notes).	➢ Activity chart.

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General Outcome for Applications
Students will use Spanish in a variety of **situations** and for a variety of **purposes**.

A–3 to get things done

SPECIFIC OUTCOMES		SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:		
A–3.3 manage group actions	a. encourage other group members to participate	➤ **Encouragement Phrases Role-play** Introduce and have the students practise phrases such as: – *¡Muy bien!* (Very good!) – *¡Vamos!* (Let's go!) – *¡Fantástico!* (Fantastic!) – *¡Tu puedes hacerlo!* (You can do it!) – *¡Que bien!* (Good!) – *¡Genial!* (Great!) – *¡Perfecto!* (Perfect!) Post the phrases around the classroom for future student reference. Arrange students into small groups and have them create role-plays in which they encourage other group members to participate; e.g., during field day, at summer camp, during physical education class, during a school rally.

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General Outcome for Applications
Students will use Spanish in a variety of **situations** and for a variety of **purposes**.

A–3 to get things done

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- encourage other group members to participate?

➢ **Observation Checklist**
Create an outcome-based checklist and share it with students before they perform their role-plays. Use the checklist to assess if students are able to encourage other group members to participate (see sample blackline master in Appendix E: Observation Checklist).

MATERIALS

➢ Chart paper, markers.

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General Outcome for Applications
Students will use Spanish in a variety of **situations** and for a variety of **purposes**.

A–3 to get things done

SPECIFIC OUTCOMES		SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:		
A–3.3 manage group actions	b. assume a variety of roles and responsibilities as group members	➢ **Group Roles** When students are working in small groups, assign specific roles to each member of the group; e.g., facilitator, recorder, timekeeper, summarizer or presenter. Rotate the roles within each group during the activity or between activities. ➢ **Classroom Helpers** Encourage the students to assist in classroom chores. For example: – distributing classroom materials – writing homework on the board – writing the date on the board – cleaning the whiteboard – tidying the class library. Assign weekly student roles on a class chart. ➢ **Fiesta Planning** Organize a class fiesta and assign various responsibilities to student groups; e.g., food preparation, invitations/posters, decorations, video display. Have the groups plan and prepare for the fiesta by assigning each group member a role with specific responsibilities.

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General Outcome for Applications
Students will use Spanish in a variety of **situations** and for a variety of **purposes**.

A–3 to get things done

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- assume a variety of roles and responsibilities as group members?

➢ **Informal Observation**
Observe students as they assume specific roles during group work. Make mental notes of the extent to which students are able to assume a variety of roles and responsibilities as group members. Offer feedback, encouragement and praise as needed.

➢ **Anecdotal Notes**
Observe students as they participate in the weekly classroom chores. Record anecdotal notes of the extent to which students are able to assume a variety of roles and responsibilities as group members (see sample blackline master in Appendix E: Anecdotal Notes).

➢ **Rating Scale**
Create an outcome-based rating scale and share it with students prior to them planning the fiesta in groups. Use the rating scale to assess how well students are able to assume a variety of roles and responsibilities as group members (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

MATERIALS

➢ None required.

➢ Class chores chart.

➢ Various materials for the fiesta.

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General Outcome for Applications
Students will use Spanish in a variety of **situations** and for a variety of **purposes**.

A–3 to get things done

SPECIFIC OUTCOMES		SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:		
A–3.3 manage group actions	c. check for agreement and understanding	➤ **Understanding Expressions** Review and model expressions for checking for understanding. For example: – *¿Está claro?* (Is it clear?) – *¿Está bien?* (Is it okay?) – *¿Me entiendes?* (Do you understand me?) – *¿Entienden?* (Do you understand?) – *¿Te acuerdo?* (Do you agree?) – *¿Entendemos?* (Do we understand?) – *¿Todo el mundo comprende?* (Does everyone understand?). Write the expressions on chart paper and post them around the classroom. Encourage the students to use them throughout the year.

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General Outcome for Applications
Students will use Spanish in a variety of **situations** and for a variety of **purposes**.

A–3 to get things done

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- check for agreement and understanding?

➢ **Anecdotal Notes**
Observe the students as they practise the expressions. Record anecdotal notes of the extent to which students are able to check for agreement and understanding (see sample blackline master in Appendix E: Anecdotal Notes).

MATERIALS

➢ Chart paper, markers, tape.

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General Outcome for Applications
Students will use Spanish in a variety of **situations** and for a variety of **purposes**.

A–3 to get things done

SPECIFIC OUTCOMES		SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:		
A–3.3 manage group actions	d. express disagreement in an appropriate way	➢ **Disagreement Role-plays** Have the students learn and practise giving a reason for their disagreement; e.g., *No, gracias, porque …* (No, thank you, because …) and *No estoy de acuerdo porque …* (I don't agree because …). Divide the students into small groups and have them create role-plays using these expressions. Have the groups present their role-plays to the rest of the class.

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General Outcome for Applications
Students will use Spanish in a variety of **situations** and for a variety of **purposes**.

A–3 to get things done

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- express disagreement in an appropriate way?

➢ **Rating Scale**
Create an outcome-based checklist and share it with students before they present role-plays on disagreement. Use the rating scale to assess how well students express disagreement in an appropriate way (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

MATERIALS

➢ None required.

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General Outcome for Applications
Students will use Spanish in a variety of **situations** and for a variety of **purposes**.

A–4 to form, maintain and change interpersonal relationships

A–4.1 manage personal relationships

SPECIFIC OUTCOMES *Students will be able to:*	SAMPLE TEACHING AND LEARNING ACTIVITIES
a. talk about themselves, and respond to the talk of others by showing attention and interest	➢ **Talk Show** Arrange the students into small groups and have them present a talk show in which one or a few members talk about themselves and respond to the questions and comments made by the talk show host and audience members.
	➢ **Inside–Outside Circle** Ask the students to participate in an inside–outside circle activity to encourage discussion about themselves. Have the students form two large circles, one inside the other, and begin by talking with the person opposite them. Discussion could be focused on weekend activities, daily routine, favourite foods and so on. After students have spoken for two to three minutes, have members of the outer circle move clockwise. Have the students then begin a new discussion with a different partner.

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General Outcome for Applications
Students will use Spanish in a variety of **situations** and for a variety of **purposes**.

A–4 to form, maintain and change interpersonal relationships

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- talk about themselves, and respond to the talk of others by showing attention and interest?

➢ **Peer-assessment Checklist**
With the students, collaboratively create an outcome-based peer-assessment checklist before they present their talk shows. Students use the checklist to determine if their peers are able to talk about themselves, and respond to the talk of others by showing attention and interest (see sample blackline master in Appendix E: Peer-assessment Checklist).

➢ **Self-assessment Rating Scale**
Create an outcome-based self-assessment rating scale and share it with students before they participate in the inside–outside circle activity. Students use the rating scale to assess how well they are able to talk about themselves, and respond to the talk of others by showing attention and interest (see sample blackline master in Appendix E: Self-assessment Rating Scale).

MATERIALS

➢ Various props.

➢ None required.

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General Outcome for Applications
Students will use Spanish in a variety of **situations** and for a variety of **purposes**.

A–4 to form, maintain and change interpersonal relationships

SPECIFIC OUTCOMES		SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:		
A–4.1 manage personal relationships	b. make and cancel social engagements in an appropriate manner	➢ **Telephone Message Invitations** Have the students create an oral invitation to an imaginary event and record it. Have the students take turns recording and listening to their classmates' invitations. For example: *Hola Maria. Soy Eva. Te quiero invitar a mi fiesta de cumpleaños este sábado a lás 2:30 de la tarde. Vivo en la calle 15 y quinta avenida, casa #23. ¡Nos Vemos!* (Hi, Mariá. This is Eva. I want to invite you to my birthday party this Saturday at 2:30 p.m. I live on 15th street and 5th Avenue, house #23. See you then!) ➢ **Invitation Role-plays** Divide the students into groups and have them create role-plays in which one student invites the other group members to an event. Some students accept the invitation while others accept the invitation and then cancel. Encourage the students to use politeness conventions and to provide valid reasons for cancelling an invitation.

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General Outcome for Applications
Students will use Spanish in a variety of **situations** and for a variety of **purposes**.

A–4 to form, maintain and change interpersonal relationships

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- make and cancel social engagements in an appropriate manner?

➢ **Observation Checklist**
Create an outcome-based checklist and share it with students before they create telephone message invitations. Use the checklist to assess if students are able to make and cancel social engagements in an appropriate manner (see sample blackline master in Appendix E: Observation Checklist).

➢ **Anecdotal Notes**
Observe students as they role-play scenarios inviting friends to an event. Record anecdotal notes of the extent to which students are able to make and cancel social engagements in an appropriate manner (see sample blackline master in Appendix E: Anecdotal Notes).

MATERIALS

➢ Audio recorder.

➢ None required.

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General Outcome for Applications
Students will use Spanish in a variety of **situations** and for a variety of **purposes**.

A–5 to extend their knowledge of the world

SPECIFIC OUTCOMES		SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:		
A–5.1 discover and explore	a. explore alternative classification systems and criteria for categories	➢ **Art Study** Have the students participate in a Latin-American artist study; e.g., José Clemente Orozco, Fernando Botero, Diego Rivera and Frida Kahlo. Have them examine several pieces of art from a variety of Latin-American artists and examine the similarities between them. Ask the students to arrange the artwork into three categories of their choice. ➢ **Classifying Foods** Bring in a variety of food items from Spanish-speaking countries. Give the students an opportunity to see, taste, feel and smell the food, then have them classify the food into various categories; e.g., *dulce* (sweet), *ácido* (acidic), *suave* (soft), *duro* (hard), *picante* (spicy), *agrio* (sour), *blando* (bland), *salado* (salty). ➢ **What Am I?** Place the name of an animal on the back of each student in the class. Have the students circulate in the class, asking each other questions to determine what animals are on their backs. Once all of the students have discovered what animal they are, have them organize themselves in various ways; e.g., animals that live in the country or in the city, big animals or small animals, water animals or land animals. **Alternative Activity** Place the name of a profession on the back of each student. Have them ask questions to find out what their professions are, then organize themselves in a variety of ways; e.g., outdoor/indoor jobs, work with others/work alone, use computers/don't use computers.

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General Outcome for Applications
Students will use Spanish in a variety of **situations** and for a variety of **purposes**.

A–5 to extend their knowledge of the world

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • explore alternative classification systems and criteria for categories?	
➢ **Self-assessment Checklist** Create an outcome-based self-assessment checklist and share it with students before they participate in the art study. Students use the checklist to determine if they are able to explore alternative classification systems and criteria for categories (see sample blackline master in Appendix E: Self-assessment Checklist).	➢ Chart paper, markers.
➢ **Learning Log** Have the students reflect on their learning and organizing of the various foods from Spanish-speaking countries. Have the students reflect on their ability to explore alternative classification systems and criteria for categories. For example: – I noticed that … – The group of foods I like best is …	➢ Various foods from Spanish-speaking countries.
➢ **Observation Checklist** Create an outcome-based checklist and share it with students before they group themselves according to specific criteria. Use the checklist to assess if students are able to explore alternative classification systems and criteria for categories (see sample blackline master in Appendix E: Observation Checklist).	➢ Animal picture or word cards, profession cards, tape.

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General Outcome for Applications
Students will use Spanish in a variety of **situations** and for a variety of **purposes**.

A–5 to extend their knowledge of the world

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
A–5.1 discover and explore b. discover relationships and patterns	➢ **Investigating Weather** Create a chart showing the high and low temperatures of a city in a Spanish-speaking country and a city in Canada. Show the months across the top and locations down the side. Have the students investigate which Canadian and Spanish-speaking cities have similar high and low temperatures, and also describe the basic weather patterns over a year. ➢ **Spelling Patterns** Have the students collect various vocabulary words that are grouped by spelling patterns. Have the students examine their lists and answer questions such as: – Which pattern is the most common? – Which pattern is the least common? – Do any words with similar spelling patterns have a similar meaning? – How can spelling patterns help you remember words and how to spell them? ➢ **Family Trees** Show the students several examples of family trees written in Spanish. Model how to create a family tree and encourage the students to identify the relationships between themselves and their family members. For example: *Él es mi abuelo. Tiene 55 años.* (He is my grandfather. He is 55 years old.) *Ella es mi tía. Se llama Carly y vive en Calgary.* (She is my aunt. Her name is Carly and she lives in Calgary.) Have the students create their own family trees and present them to the class. **Caution:** Teachers should be aware that some students may live in foster or group homes and/or may not have a traditional family structure. An alternative activity may be necessary.

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General Outcome for Applications
Students will use Spanish in a variety of **situations** and for a variety of **purposes**.

A–5 to extend their knowledge of the world

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • discover relationships and patterns?	
➢ **Observation Checklist** Create an outcome-based checklist and share it with students before they examine weather patterns in Canada and Spanish-speaking countries. Use the checklist to assess if students are able to discover relationships and patterns (see sample blackline master in Appendix E: Observation Checklist).	➢ Weather information for Spanish-speaking countries and Canada.
➢ **Informal Observation** Observe students as they group words according to specific spelling patterns. Note the extent to which students are able to discover relationships and patterns.	➢ None required.
➢ **Rating Scale** Create an outcome-based rating scale and share it with students before they create family trees. Use the rating scale to assess how well students are able to discover relationships and patterns (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).	➢ Sample family trees.

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General Outcome for Applications
Students will use Spanish in a variety of **situations** and for a variety of **purposes**.

A–5 to extend their knowledge of the world

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
A–5.2 gather and organize information a. compare and contrast items in simple ways	➢ **Neighbourhood Walk** As a class, go on a neighbourhood walk and discuss natural and man-made objects you see. Have the students write down what they see and categorize the objects into two categories: *natural* (natural) and *fabricada* (human-made). ➢ **Shoebox Objects** Divide the students into small groups and give each group a shoebox filled with a variety of objects that they can name. Each student in turn pulls an object from the box, saying, *Esto es un/una _____ grande/pequeño(a).* (This is a large/small _____.) Direct all groups to sort their objects in various ways; e.g., *grande/pequeño* (big/small), *largo/corto* (long/short), *ligero/pesado* (light/heavy). Next, have the students take out two contrasting items and compare them using a complete sentence. For example: *Esta manzana es más grande que el borrador.* (This apple is larger than the eraser.) ➢ **Class Lineups** Direct the students to use questions, answers and statements to organize themselves into one line according to a specific category, such as shoe size or height. Have them use vocabulary such as *más grande/pequeño* (larger/smaller) and supporting questions like *¿Qué número usas?* (What size do you wear?). ➢ **Comparing Pictures** Divide the students into pairs. Have each pair look at two pictures with subtle differences, find the differences and circle them. They must speak in Spanish throughout the activity and explain the differences as they are found. The class shares their findings. For example: – *Ella tiene el pelo corto.* (She has short hair.) – *Aquí tiene el pelo largo.* (Here, she has long hair.)

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General Outcome for Applications
Students will use Spanish in a variety of **situations** and for a variety of **purposes**.

A–5 to extend their knowledge of the world

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • compare and contrast items in simple ways?	
➢ **Learning Log** When the students return from their neighbourhood walk, have them recount what they saw in their learning logs. Encourage the students to reflect on their ability to compare and contrast items in simple ways. For example: – I knew something was human-made when … – I knew something was natural when …	➢ None required.
➢ **Observation Checklist** Create an outcome-based checklist and share it with students before they categorize the items from their shoeboxes. Use the checklist to assess if students are able to compare and contrast items in simple ways (see sample blackline master in Appendix E: Observation Checklist).	➢ Variety of objects of different sizes, shoeboxes.
➢ **Self-assessment Checklist** Create an outcome-based self-assessment checklist and share it with students before they organize themselves into class lineups. Students use the checklist to determine if they are able to compare and contrast items in simple ways (see sample blackline master in Appendix E: Self-assessment Checklist).	➢ None required.
➢ **Anecdotal Notes** Observe the students as they compare the pictures, looking for differences and similarities. Record anecdotal notes of the extent to which the students are able to compare and contrast items in simple ways (see sample blackline master in Appendix E: Anecdotal Notes).	➢ Various pictures with slight differences.

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General Outcome for Applications
Students will use Spanish in a variety of **situations** and for a variety of **purposes**.

A–5 to extend their knowledge of the world

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to: b. compose questions to guide research **A–5.2** gather and organize information	➢ **KWL Chart** Have the students complete a KWL Chart (see Appendix D: Graphic Organizers) to guide their research on a specific topic. For example:

What I **Know**	What I **Want to find out**	What I **Learned**
• Mexico is south of the United States. • It is part of North America. • Spanish is the official language.	• How big is it? • How many people live there? • How far is it from Canada?	

Have the students use the questions from the middle sections of their charts to guide their research, revising them as they go.

➢ **Video Preparation**
Prior to watching a video, have the students write five questions on the topic they would like answered. After the video presentation, have the students review their questions to see if they have been answered. If not, have them research to find the answers.

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General Outcome for Applications
Students will use Spanish in a variety of **situations** and for a variety of **purposes**.

A–5 to extend their knowledge of the world

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:
- compose questions to guide research?

➢ **Self-assessment Rating Scale**
Create an outcome-based self-assessment rating scale and share it with students before they use a KWL Chart to guide their research on a specific topic. Students use the rating scale to assess how well they are able to compose questions to guide research (see sample blackline master in Appendix E: Self-assessment Rating Scale).

➢ **Learning Log**
Have the students reflect on their learning and how well they were able to compose questions to guide their research prior to watching the video. For example:
- The questions I asked were …
- I was able to …
- I had difficulty with …

MATERIALS

➢ Various resources for research; e.g., books, the Internet, videos.

➢ Video relevant to a topic or theme being studied, other resources.

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General Outcome for Applications
Students will use Spanish in a variety of **situations** and for a variety of **purposes**.

A–5 to extend their knowledge of the world

A–5.2 gather and organize information

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
c. identify sources of information	➢ **Brainstorm and Research** As a class mini-project, pose the question, "What do people from Ecuador eat?" The class brainstorms and lists possible sources of information; e.g., encyclopedia, magazines, books, information handouts, Internet, people from the community, videos, menus, local restaurants, grocery stores. Post this list in the class for student reference. Divide the students into pairs or small groups and have them choose one source of information to find answers to the question. Have each group describe the resource they used to the class and summarize the information that it contained. Encourage the students to find and use a variety of information sources. ➢ **Where Can I Find …?** Make a list of questions. For example: – *¿Quién es el presidente de México?* (Who is the president of Mexico?) – *¿Qué tipo de moneda usa en México?* (What type of money do they use in Mexico?) – *Cuál es el cuidad más grande en México?* (What is the biggest city in Mexico?) – *Cuál es el programa más popular en México?* (What is the most popular television show in Mexico?) Have the students brainstorm where they could find the answers to these questions, such as a dictionary, the Internet, encyclopedia, books, magazines, people they know. Have the students then decide on the best place to research the answer to each question and use those resources to find the answers.

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General Outcome for Applications
Students will use Spanish in a variety of **situations** and for a variety of **purposes**.

A–5 to extend their knowledge of the world

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • identify sources of information?	
➢ **Observation Checklist** Create an outcome-based checklist and share it with students before they brainstorm and list possible sources of information. Use the checklist to assess if students are able to identify sources of information (see sample blackline master in Appendix E: Observation Checklist).	➢ Various resources; e.g., dictionaries, encyclopedia, books, magazines, Internet, community members.
➢ **Anecdotal Notes** Observe students as they brainstorm where they can find the answers to the list of questions. Record anecdotal notes of the extent to which students are able to identify sources of information (see sample blackline master in Appendix E: Anecdotal Notes).	➢ Various resources; e.g., dictionaries, encyclopedia, books, magazines, Internet, community members.

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General Outcome for Applications
Students will use Spanish in a variety of **situations** and for a variety of **purposes**.

A–5 to extend their knowledge of the world

SPECIFIC OUTCOMES		SAMPLE TEACHING AND LEARNING ACTIVITIES
	Students will be able to:	
A–5.2 gather and organize information	d. record observations	➢ **Watching a Video** Prior to watching a video, explain strategies for note taking, such as listening for key words, summarizing key points in short form and using graphic organizers to collect notes. As they watch the clip, have the students record notes and summarize the information contained in the video. ➢ **Class Records** Create a class chart for recording various pieces of daily or weekly information, such as the results of a local sporting event, the local weather, the weather in a city in a Spanish-speaking country, the number of students in class and so on. Have the students take turns recording the information in the class chart.

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General Outcome for Applications
Students will use Spanish in a variety of **situations** and for a variety of **purposes**.

A–5 to extend their knowledge of the world

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:
- record observations?

➢ **Self-assessment Checklist**
Create an outcome-based self-assessment checklist and share it with students before they take notes while watching the video. Students use the checklist to determine if they are able to record observations (see sample blackline master in Appendix E: Self-assessment Checklist).

➢ **Anecdotal Notes**
Observe the students as they record information in a class chart. Note the extent to which students are able to record observations (see sample blackline master in Appendix E: Anecdotal Notes).

MATERIALS

➢ Spanish videos or commercials.

➢ Wall chart, markers.

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General Outcome for Applications
Students will use Spanish in a variety of **situations** and for a variety of **purposes**.

A–5 to extend their knowledge of the world

SPECIFIC OUTCOMES		SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:		
A–5.3 solve problems	a. understand and use steps in a problem-solving process	➢ **Problem Solving** Present a simple problem-solving model to the class. Divide the students into groups and provide each group with a problematic situation that requires a solution. For example: – Your parents have chosen a particular type of summer vacation, but you would like a different type of vacation. – You want to borrow a book from the library, but you don't have a library card. – You need a part for your video game, but you can't find it anywhere. – You and your friends want to play soccer, but the field is not available. Have the students brainstorm various possible solutions for the problem and then choose the best one. Each group then creates a role-play based on the scenario, the problem-solving process and their solution. ➢ **Problem-solving Chart** Display a problem-solving chart to assist students throughout the year. Encourage the students to solve simple problems using this chart. For example: *¿Cuál es el problema?* — What is the problem? *¿Qué información tienes?* — What information do you have? *¿Cuál es tu plan?* — What is your plan? *¡Hazlo!* — Do it! *¿Resultó bien?* — Did you get positive results?

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General Outcome for Applications
Students will use Spanish in a variety of **situations** and for a variety of **purposes**.

A–5 to extend their knowledge of the world

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • understand and use steps in a problem-solving process?	
➢ **Self-assessment Checklist** Create an outcome-based self-assessment checklist and share it with students before they work together to solve a problem. Students use the checklist to determine if they are able to understand and use steps in a problem-solving process (see sample blackline master in Appendix E: Self-assessment Checklist).	➢ Problematic situations.
➢ **Informal Observation** Observe students as they use the problem-solving chart to solve simple problems. Note their ability to understand and use steps in a problem-solving process. Offer feedback, encouragement and praise as needed.	➢ Chart paper, markers.

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General Outcome for Applications
Students will use Spanish in a variety of **situations** and for a variety of **purposes**.

A–5 to extend their knowledge of the world

SPECIFIC OUTCOMES		SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:		
A–5.4 explore opinions and values	a. express their views on a variety of topics within their direct experience	➢ **Views on Professions** As part of a discussion about professions and occupations, ask the students to choose one profession that they feel would be ideal or the best job for them. Have the students write three reasons why they have chosen that particular job and then share their chosen professions and reasons for the choices with a partner. For example: – *Quiero ser dentista.* (I want to be a dentist.) – *Me gusta las ciencias.* (I like science.) – *Me gusta trabajar con la gente.* (I like to work with people.) – *Quiero ganar mucho dinero.* (I want to make a lot of money.) Have the groups record their choices and main reasons for their choices on chart paper and share them with the class. ➢ **Music Preferences** Have the students express their opinions on their favourite musicians, using the following model: *Me gusta* (I like) _____ *porque es* (because he or she is) _____, _____, _____. *Canta (nombre de canción)* _____. (He or she sings [name of song] _____.) Divide the students into groups according to music genre and have them share their thoughts and opinions on their preferred musicians and music genres. Encourage the students to give reasons for their opinions.

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General Outcome for Applications
Students will use Spanish in a variety of **situations** and for a variety of **purposes**.

A–5 to extend their knowledge of the world

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • express their views on a variety of topics within their direct experience?	
➢ **Checklist and Comments** Create an outcome-based checklist and share it with students before they express their views on a profession. Use the checklist to assess if students are able to express their views on a variety of topics within their direct experience (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).	➢ Chart paper, markers.
➢ **Rating Scale** Create an outcome-based rating scale and share it with students before they express opinions on their favourite musicians. Use the rating scale to assess how well students are able to express their views on a variety of topics within their direct experience (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).	➢ None required.

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General Outcome for Applications
Students will use Spanish in a variety of **situations** and for a variety of **purposes**.

A–5 to extend their knowledge of the world

SPECIFIC OUTCOMES *Students will be able to:*		SAMPLE TEACHING AND LEARNING ACTIVITIES
A–5.4 explore opinions and values	b. gather opinions on a topic within their direct experience; e.g., conduct an opinion poll among classmates or members of the community	➢ **Survey or Opinion Poll** Have the students design a survey or opinion poll for classmates or members of the community. For example: *Animales favoritos de los profesores* (Favourite animals among the teachers). Have the students compile their results and write complete sentences for each answer to the survey questions. Encourage the students to include illustrations. For example: – *Al Señor Fitz le gustan los perros.* (Mr. Fitz likes dogs.) – *A la Señorita Allen le gustan los pájaros.* (Miss Allen likes birds.) ➢ **School Hot Topic** Choose a topic that is currently a hot topic around the school; e.g., bullying, dress code, littering, a new school policy, a school event. Write any relevant or new vocabulary on the board. Divide the students into groups and have each member of the group record his or her own opinion on the topic. The students share their opinions with their groups and create a group summary of the different opinions. All groups then present their summaries to the class. For example: – *Me gusta este idea porque* … (I like this idea because …) – *No me gusta este idea porque* … (I don't like this idea because …)

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General Outcome for Applications
Students will use Spanish in a variety of **situations** and for a variety of **purposes**.

A–5 to extend their knowledge of the world

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • gather opinions on a topic within their direct experience?	
➢ **Anecdotal Notes** Observe students as they compile their survey or opinion poll results. Record anecdotal notes of the extent to which students are able to gather opinions on a topic within their direct experience (see sample blackline master in Appendix E: Anecdotal Notes).	➢ None required.
➢ **Observation Checklist** Create an outcome-based checklist and share it with students before the group discussions on hot topics around school. Use the checklist to assess if students are able to gather opinions on a topic within their direct experience (see sample blackline master in Appendix E: Observation Checklist).	➢ None required.

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General Outcome for Applications
Students will use Spanish in a variety of **situations** and for a variety of **purposes**.

A–6 for imaginative purposes and personal enjoyment

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to: a. use the language for fun and to interpret simple humour *(continued)* **A–6.1** humour/fun	➤ **Tongue Twisters** Have the students practise simple tongue twisters and present them to the class or small groups. For example: – *Pablito clavó un clavito. Un clavito clavó Pablito.* (Little Pablo nailed a little nail. A little nail nailed little Pablo.) – *Erre con erre, guitarra; erre con erre, barril; que rápido corren los carros cargados de azúcar por ferrocarril.* (R plus R, guitar; R plus R, barrel; how quickly go the cars loaded with sugar for the train.) – *Te conozco, mosco.* (I know how you are.) – *Corre, corre, corre río. Riendo el río corre.* (Run, run, run river. Laughing the river runs.) ➤ **Spanish Television** Play humorous television commercials or a comedy show from a Spanish-speaking country. Encourage the students to enjoy the programs and to see the humour in them. ➤ **Happy Birthday** Have the students sing *Cumpleaños Feliz* when it is someone's birthday: *Cumpleaños Feliz* (Happy Birthday) *Te deseamos a tí* (We wish to you) *Cumpleaños felices* (Happy Birthday) *Te deseamos a tí* (We wish to you) *Cumpleaños Feliz* (Happy Birthday) *Te deseamos a tí* (We wish to you) *Cumpleaños (nombre)* (Happy Birthday name) *Que los cumplas feliz* (May you celebrate them happily) *Cumpleaños Feliz* (Happy Birthday) *Te deseamos a tí* (We wish to you) *Cumpleaños (nombre)* (Happy Birthday name) *Te deseamos a tí* (We wish to you) Or *Cumpleaños Feliz* (Happy Birthday) *Te deseamos todos* (We all wish you) *Cumpleaños Feliz* (Happy Birthday)

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General Outcome for Applications
Students will use Spanish in a variety of **situations** and for a variety of **purposes**.

A–6 for imaginative purposes and personal enjoyment

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • use the language for fun and to interpret simple humour?	
➢ **Anecdotal Notes** Observe the students as they practise the tongue twisters. Record anecdotal notes of how well the students are able to use the language for fun and to interpret simple humour (see sample blackline master in Appendix E: Anecdotal Notes).	➢ Various tongue twisters.
➢ **Learning Log** After viewing the commercials or comedy shows, have the students reflect on how the shows portray humour that is similar or different to Canadian shows. Have the students comment on elements of the shows they did or did not enjoy or understand.	➢ Humorous television shows, cartoons, commercials in Spanish.
➢ **Self-assessment Checklist** Create an outcome-based self-assessment checklist and share it with students before they sing "Happy Birthday" in Spanish to a classmate. Students use the checklist to determine if they are able to use the language for fun and to interpret simple humour (see sample blackline master in Appendix E: Self-assessment Checklist).	➢ None required.

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General Outcome for Applications
Students will use Spanish in a variety of **situations** and for a variety of **purposes**.

A–6 for imaginative purposes and personal enjoyment

SPECIFIC OUTCOMES		SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:		
A–6.1 humour/fun	a. use the language for fun and to interpret simple humour	➢ **You Choose!** Allow the students to choose an activity they enjoy; e.g., board games, watching videos, music appreciation, reading, exploring Spanish language Web sites, drama. ➢ **Fun Rhymes** Teach the students rhymes used for turn taking. For example: A. *En un café se rifa un gato; siempre toca el número cuatro—uno, dos, tres, cuatro.* (In a café, they raffle a cat; they always choose the number four—one, two, three, four.) B. *Pin, marín de don Pingué; cúcara, mácara Pipirí fue.* Encourage the students to practise and use these rhymes during group work and cooperative activities.

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General Outcome for Applications
Students will use Spanish in a variety of **situations** and for a variety of **purposes**.

A–6 for imaginative purposes and personal enjoyment

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- use the language for fun and to interpret simple humour?

➢ **Learning Log**
Have the students reflect on the activity or activities they chose and explain why they enjoyed the activity. Encourage the students to list specific times when they use the language for fun and to interpret simple humour.

➢ **Anecdotal Notes**
Observe the students as they use the rhymes for fun in choosing a partner, who gets to lead a game and so on. Note how well students use the language for fun and to interpret simple humour and record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

MATERIALS

➢ Various board games, books, videos, music, Internet and so on.

➢ None required.

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General Outcome for Applications
Students will use Spanish in a variety of **situations** and for a variety of **purposes**.

A–6 for imaginative purposes and personal enjoyment

A–6.2 creative/aesthetic purposes

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to: a. use the language creatively and for aesthetic purposes *(continued)*	➢ **Ad-lib Story** Provide the students with a story using patterned sentences that have blanks for nouns, verbs, adjectives, phrases and so on. Have the students fill in the blanks and illustrate the story. ➢ **Collages** Ask the students to create and present a collage based on a lexical field, such as food and nutrition, holidays and festivals, transportation, hobbies and pastimes, and so on. ➢ **Concrete Poems** Have the students create concrete poems using words to represent an object. For example: La serpiente (the snake) techo techo techo pared Puerta Puerta techo pared *una casa* (a house)

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General Outcome for Applications
Students will use Spanish in a variety of **situations** and for a variety of **purposes**.

A–6 for imaginative purposes and personal enjoyment

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- use the language creatively and for aesthetic purposes?

➢ **Self-assessment Rating Scale**
Create an outcome-based self-assessment rating scale and share it with students before they create their ad-lib stories. Students use the rating scale to assess how well they are able to use the language creatively and for aesthetic purposes (see sample blackline master in Appendix E: Self-assessment Rating Scale).

➢ **Rating Scale**
Create an outcome-based rating scale and share it with students before they create their collages. Use the rating scale to evaluate how well students are able to use the language creatively and for aesthetic purposes (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

➢ **Anecdotal Notes**
Observe students as they create concrete poems. Note the extent to which students are able to use the language creatively and for aesthetic purposes and record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

MATERIALS

➢ None required.

➢ Magazines, pictures, photographs, scissors, glue, markers.

➢ None required.

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General Outcome for Applications
Students will use Spanish in a variety of **situations** and for a variety of **purposes**.

A–6 for imaginative purposes and personal enjoyment

SPECIFIC OUTCOMES		SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:		
A–6.2 creative/aesthetic purposes	a. use the language creatively and for aesthetic purposes	➤ **Poems** Have the students create patterned poems, such as cinquains, acrostic poems or *haiku*, in Spanish. ➤ **Comic Strips** Read various sample comic strips in Spanish. Ask the students to develop and create their own simple comic strips. Encourage them to use humour, silly phrases, puns and jokes in their comics. For example: – *¿Qué te pasa calabaza?* (What's happening, pumpkin?) – *Nada, nada, limonada.* (Nothing, nothing, lemonade.)

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General Outcome for Applications
Students will use Spanish in a variety of **situations** and for a variety of **purposes**.

A–6 for imaginative purposes and personal enjoyment

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- use the language creatively and for aesthetic purposes?

➢ **Rubric**
Collaboratively create an outcome-based rubric with the students before they create patterned poems. Use the rubric to evaluate how well students are able to use the language creatively and for aesthetic purposes (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

➢ **Peer-assessment Checklist**
With the students, collaboratively create an outcome-based peer-assessment checklist before they create their comic strips. Students use the checklist to determine if their peers are able to use the language creatively and for aesthetic purposes (see sample blackline master in Appendix E: Peer-assessment Checklist).

MATERIALS

➢ Sample patterned poems in Spanish.

➢ Sample comic strips in Spanish (*El Sabelotodo)*.

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General Outcome for Applications
Students will use Spanish in a variety of **situations** and for a variety of **purposes**.

A–6 for imaginative purposes and personal enjoyment

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. use the language for personal enjoyment	➢ **Music Videos and CDs** Provide Spanish music videos or audio CDs for the students to watch or listen to during unstructured classroom time. Ask the students to keep a record of what they have watched or listened to and discuss what songs they enjoyed the most with the class. ➢ **Enjoyment Challenge** Challenge the students to use Spanish for personal enjoyment once a week. Suggestions for personal enjoyment opportunities include watching a film or video, reading a magazine, listening to music, sending an e-mail, writing a note or card to a friend, looking at an Internet site, listening to a radio program, playing a video or computer game, or learning a new expression to say in Spanish. Have the students note their use of Spanish for enjoyment in their learning logs. ➢ **Centres** Set up several centres in the classroom and allow students to choose which centres they will go to. For example: – *música* (music) – *libros y Revistas* (books and magazines) – *artesanía* (crafts) – Internet – *juegos* (games).

A–6.3 personal enjoyment

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General Outcome for Applications
Students will use Spanish in a variety of **situations** and for a variety of **purposes**.

A–6 for imaginative purposes and personal enjoyment

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- use the language for personal enjoyment?

➢ **Anecdotal Notes**
Observe the students as they enjoy the music videos and CDs. Record anecdotal notes of the extent to which students use Spanish for personal enjoyment (see sample blackline master in Appendix E: Anecdotal Notes).

➢ **Learning Log**
Have the students reflect on their learning and how well they were able to use the language for personal enjoyment through different opportunities. For example:

- I used Spanish for personal enjoyment by …
- I enjoyed …

➢ **Observation Checklist**
Create an outcome-based checklist and share it with students before they participate in the various centre activities. Use the checklist to assess if students are able to use the language for personal enjoyment (see sample blackline master in Appendix E: Observation Checklist).

MATERIALS

➢ Spanish music videos, audio CDs, viewing and listening stations.

➢ Materials as required, based on the students' choices.

➢ A variety of centres.

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Language Competence

General Outcome for Language Competence
Students will use Spanish **effectively** and **competently**.

LC–1 attend to form

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
LC–1.1 phonology a. recognize some critical sound distinctions that are important for meaning	➤ **Mispronunciation and Meaning** Discuss with students the importance of pronunciation and how mispronouncing words can affect meaning. Brainstorm examples of commonly mispronounced words in English. Remind students that there are important sound distinctions in Spanish as well (for example, *d* and *r*, as in *todo* and *toro*). Have the students practise saying the two words with a partner and see if they can distinguish between the two sounds. Create a list of other sounds that sound similar; e.g., *ll* and *a*, as in *te llamo* and *te amo*.

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General Outcome for Language Competence
Students will use Spanish **effectively** and **competently**.

LC–1 attend to form

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- recognize some critical sound distinctions that are important for meaning?

➢ **Anecdotal Notes**
Observe students as they practise pronouncing a variety of words correctly. Record anecdotal notes of the extent to which students are able to recognize some critical sound distinctions that are important for meaning (see sample blackline master in Appendix E: Anecdotal Notes).

MATERIALS

➢ None required.

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General Outcome for Language Competence
Students will use Spanish **effectively** and **competently**.

LC–1 attend to form

SPECIFIC OUTCOMES *Students will be able to:*	SAMPLE TEACHING AND LEARNING ACTIVITIES
LC–1.1 phonology b. recognize some of the effects that intonation and stress have in different situations	➤ **Intonation** Read two sentences that are the same but use different intonations to change the meaning. Ask the students to listen and identify the differences in meaning. For example: – *Tú tienes un gato.* (You have a cat.) – *¿Tú tienes un gato?* (Do you have a cat?) ➤ **Stresses** Model the use of specific stresses in two sentences where meaning is changed as a result of pronunciation. Guide the students to identify the differences. For example: – *María quiere a su papá.* (Maria loves her dad.) – *María quiere su papa.* (Maria loves her potato.) Prepare a list of spelling words in which the meaning and spelling of a word changes as a result of stress. Have the students create sentences where stress can be used to change the meaning.

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General Outcome for Language Competence
Students will use Spanish **effectively** and **competently**.

LC–1 attend to form

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • recognize some of the effects that intonation and stress have in different situations?	
➢ **Learning Log** Have the students reflect on their learning and how well they were able to recognize some of the effects that intonation has in different situations, including affirmative and interrogative phrases. For example: – The punctuation tells me … – Intonation is important because …	➢ None required.
➢ **Checklist and Comments** Create an outcome-based checklist and share it with students before they explore how stress can change the meaning of some words. Use the checklist to assess if students are able to recognize some of the effects that intonation and stress have in different situations (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).	➢ None required.

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General Outcome for Language Competence
Students will use Spanish **effectively** and **competently**.

LC–1 attend to form

SPECIFIC OUTCOMES		SAMPLE TEACHING AND LEARNING ACTIVITIES
	Students will be able to:	
LC–1.2 orthography	a. recognize and use some basic conventions of spelling and mechanics; e.g., capitalization, punctuation	➢ **Spelling Games** Have the students practise target vocabulary by playing spelling games such as hangman, spelling bee, crosswords, word searches and so on. ➢ **Editing** Present the students with a written text without capitalization and punctuation. Read the text with the appropriate intonation and pauses. Have the students edit the text by adding the appropriate capitalization and punctuation.

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General Outcome for Language Competence
Students will use Spanish **effectively** and **competently**.

LC–1 attend to form

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- recognize and use some basic conventions of spelling and mechanics?

➢ **Anecdotal Notes**
Observe the students as they play the various spelling games. Record anecdotal notes of the extent to which students are able to recognize and use some basic conventions of spelling and mechanics (see sample blackline master in Appendix E: Anecdotal Notes).

➢ **Rubric**
Collaboratively create an outcome-based rubric with the students before they edit a written text for capitalization and punctuation. Use the rubric to evaluate how well students are able to recognize and use some basic conventions of spelling and mechanics (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

MATERIALS

➢ Spanish crosswords and word searches, whiteboard, markers.

➢ Simple Spanish text without capitalization and punctuation.

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General Outcome for Language Competence
Students will use Spanish **effectively** and **competently**.

LC–1 attend to form

SPECIFIC OUTCOMES *Students will be able to:*	SAMPLE TEACHING AND LEARNING ACTIVITIES
LC–1.3 lexicon a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields, including: – food and nutrition – holidays and festivals – hobbies and pastimes – maps and places – transportation – any other lexical fields that meet their needs and interests	➢ **Daily Routine Comic Strips** Have the students create their own comic strip that shows their daily routine or the different places they go in a day, including illustrations and captions or speech bubbles. Ask the students to include information on how they arrive at each of these places and to provide a map to their destination. ➢ **Posters** Have the students create poster displays related to a chosen lexical field, including related words and phrases that are used in meaningful contexts. ➢ **Role-plays** Arrange the students into small groups and have them create role-plays based on one of the lexical fields; e.g., grocery shopping, at a restaurant or market, holidays around the world, transportation.

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General Outcome for Language Competence
Students will use Spanish **effectively** and **competently**.

LC–1 attend to form

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields?	
➢ **Rating Scale** Create an outcome-based rating scale and share it with students before they create their comic strips. Use the rating scale to assess how well students are able to use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).	➢ None required.
➢ **Anecdotal Notes** Observe students as they create posters using learned vocabulary. Record anecdotal notes of the extent to which they are able to use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields (see sample blackline master in Appendix E: Anecdotal Notes).	➢ Poster materials.
➢ **Observation Checklist** Create an outcome-based checklist and share it with students before they create their role-plays. Use the checklist to assess if students are able to use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields (see sample blackline master in Appendix E: Observation Checklist).	➢ None required.

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General Outcome for Language Competence
Students will use Spanish **effectively** and **competently**.

LC–1 attend to form

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to: **LC–1.4** grammatical elements a. use, in modelled situations,★ the following grammatical elements: – possessive adjectives: *nuestro, nuestra, nuestros, nuestras, vuestro, vuestra, vuestros, vuestras* – regular *-er, -ir* verbs (present tense all forms) – question words: *cuál, cuáles, adónde, cuánto, cuántos, cuántas* – demonstrative adjectives: *ese, esos, esas, aquel, aquella, aquellos, aquellas* – demonstrative pronouns: *eso, aquello* – the use of *vosotros*	➢ **Making Sentences** Write a simple sentence on the board and label its parts; e.g., noun, conjunction, verb, object, subject. Divide the students into groups and have them use the words from their personal dictionaries to create sentences on a topic of study using conjunctions and regular *-er, -ir* verbs. Compare to see which group creates the most sentences. As an extension, have the students add elements to the sentences, such as possessive adjectives and question words. ➢ **Infomercials** Have the students create infomercials in which they use demonstrative adjectives, possessive adjectives and question words to sell an item. For example: Student A: *¿María, qué tienes en tus manos?* (Maria, what do you have in your hands?) Student B: *Hola, Jessica. Tengo "El Cafecito." Éste es una máquina que puede hacer el café en diez segundos.* (Hi, Jessica. I have "The Little Coffee." It is a machine that can make coffee in 10 seconds.) Student A: *¡De veras! ¿Cómo lo hace tan rápido?* (Really! How does it make it so fast?) ★ Modelled Situations: This term is used to describe learning situations where a model of specific linguistic elements is consistently provided and immediately available. Students in such situations will have an emerging awareness of the linguistic elements and will be able to apply them in limited situations. Limited fluency and confidence characterize student language.

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General Outcome for Language Competence
Students will use Spanish **effectively** and **competently**.

LC–1 attend to form

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- use, in modelled situations, the [given] grammatical elements?

➢ **Anecdotal Notes**
Observe students as they create sentences with conjunctions and regular *-er* and *-ir* verbs. Note the extent to which students are able to use, in modelled situations, the given grammatical elements; e.g., regular *-er* and *-ir* verbs in the present tense (all forms) (see sample blackline master in Appendix E: Anecdotal Notes).

➢ **Rubric**
Collaboratively create an outcome-based rubric with the students before they create their infomercials. Use the rubric to evaluate how well students are able to use, in modelled situations, the given grammatical elements: question words, possessive adjectives and demonstrative adjectives (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

MATERIALS

➢ Personal dictionaries.

➢ Various props.

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General Outcome for Language Competence
Students will use Spanish **effectively** and **competently**.

LC–1 attend to form

SPECIFIC OUTCOMES *Students will be able to:*	SAMPLE TEACHING AND LEARNING ACTIVITIES
LC–1.4 grammatical elements b. use, in structured situations,★ the following grammatical elements: – prepositions – *ser* (present tense) 1st, 2nd and 3rd person plural – *estar* (present tense) 1st, 2nd and 3rd person plural – common adverbs (classroom use): *muy, hoy, mañana* – affirmative, negative and interrogative sentences (all forms) – regular *-ar* verbs (present tense all forms) – demonstrative adjectives: *este, esta, estos, estas* – question words: [¿…?] *qué, cómo, dónde, por qué, cuándo* – *nos, os, les, gusta/gustan* – *ir, tener* (present tense) 1st, 2nd and 3rd person plural	➢ **Cloze Activity** Develop cloze activities for students that focus on specific grammatical elements; e.g., prepositions, common adverbs, demonstrative adjectives. Encourage the students to use their knowledge of the specific grammatical elements to predict the missing words in the cloze passage. ➢ **Word Strips** Prepare word strips to use with a pocket chart. Show how to use the strips to create a variety of sentences. Have the students take turns creating affirmative, negative and interrogative sentences. ➢ **Talk Show** Arrange the students into partners or small groups and have them create a role-play in which one student plays the host and the other student(s) plays the interviewer. Have the student take turns asking and answering questions using affirmative, negative and interrogative sentences.

★ Structured Situations: This term is used to describe learning situations where a familiar context for the use of specific linguistic elements is provided and the students are guided in the use of these linguistic elements. Students in such situations will have increased awareness and emerging control of the linguistic elements and will be able to apply them in familiar contexts with teacher guidance. Student language is characterized by increasing fluency and confidence.

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General Outcome for Language Competence
Students will use Spanish **effectively** and **competently**.

LC–1 attend to form

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- use, in structured situations, the [given] grammatical elements?

➢ **Observation Checklist**
Create an outcome-based checklist and share it with students before they begin the cloze activity. Use the checklist to assess if students are able to use, in structured situations, the given grammatical elements; e.g., prepositions, common adverbs, demonstrative adjectives (see sample blackline master in Appendix E: Observation Checklist).

➢ **Anecdotal Notes**
Observe students as they create sentences using the pocket chart. Record anecdotal notes of the extent to which students are able to use, in structured situations, the given grammatical elements; e.g., affirmative, negative and interrogative sentences (see sample blackline master in Appendix E: Anecdotal Notes).

➢ **Rubric**
Collaboratively create an outcome-based rubric with the students before they create their talk shows. Use the rubric to evaluate how well students are able to use, in structured situations, the given grammatical elements; e.g., affirmative, negative and interrogative sentences (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

MATERIALS

➢ Cloze paragraph, pens/pencils.

➢ Word strips, pocket chart.

➢ Various props.

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General Outcome for Language Competence
Students will use Spanish **effectively** and **competently**.

LC–1 attend to form

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
LC–1.4 grammatical elements c. use, independently and consistently,★ the following grammatical elements: – *me/te/le gusta/gustan* – common adverbs (classroom use): *aquí, allá, allí, ahí, hoy, mañana* – commonly used regular *-ar* verbs (present tense) 1st, 2nd and 3rd person singular – *hay* – possessive adjectives: *mi, mis, tu, tus, su, sus* – nouns: number and gender – noun–adjective agreement: number and gender – indefinite articles: *un, una, unos, unas* – definite articles: *el, la, los, las* – subject pronouns: 1st, 2nd and 3rd person singular – commonly used coordinating conjunctions: *y, o, pero* – *ser* (present tense) 1st, 2nd and 3rd person singular – *estar* (present tense) 1st, 2nd and 3rd person singular – *ir, tener* (present tense) 1st, 2nd and 3rd person singular	➤ **Article Basketball** Divide the students into teams and label various hoops or baskets with the articles: *el*–the (m), *la*–the (f), *los*–the (mp), *las*–the (fp), *un*–a (m), *una*–a (f), *unos*–a (mp), *unas*–a (fp). Using flash cards, show the students different nouns (masculine, feminine, plural, singular) and have one person from each team attempt to throw a ball in the correct article basket. The first team to do so gets a point. Continue up to a predetermined number of points. ➤ **Noun–Adjective Agreement** Have the students create sentences based on a theme (e.g., what I see in the park) that include proper agreement of number and gender of nouns and adjectives. For example: *Tengo dos perros pequeños.* (I have two small puppies.) *Sara tiene una bolsa roja.* (Sara has a red bag.) *En el parque hay un arból muy grande.* (In the park there is a very big tree.) ➤ **Creating Sentences** Before class, on word strips, write out conjugations of several regular verbs in the present tense; e.g., *hablar* (to speak), *mirar* (to look at), *escuchar* (to listen to). For example: *hablo* (I speak), *miras* (you [singular] look at), *miran* (you [plural] look at), *eschucha* (he or she listens to), *eschucho* (I listen to) and so on. Give two or three to each student and have them create a sentence based on a topic of study using the verb. Once students have created their sentences, have them record their sentences in their learning logs and share them with a partner. ★ Independently and Consistently: This term is used to describe learning situations where students use specific linguistic elements consistently in a variety of contexts with limited or no teacher guidance. Fluency and confidence characterize student language.

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General Outcome for Language Competence
Students will use Spanish **effectively** and **competently**.

LC–1 attend to form

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- use, independently and consistently, the [given] grammatical elements?

➢ **Observation Checklist**
Create an outcome-based checklist and share it with students before they play the article basketball game. Use the checklist to assess if students are able to use, independently and consistently, the given grammatical elements; e.g., the definite and indefinite articles (see sample blackline master in Appendix E: Observation Checklist).

➢ **Rubric**
Collaboratively create an outcome-based rubric with the students before they create sentences. Use the rubric to evaluate how well students are able to use, independently and consistently, the given grammatical elements; e.g., noun–adjective agreement, number and gender (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

➢ **Rating Scale**
Create an outcome-based rating scale and share it with students before they create sentences. Use the rating scale to assess how well students are able to use, independently and consistently, the given grammatical elements; e.g., commonly used regular *-ar* verbs (present tense), 1st, 2nd and 3rd person singular (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

MATERIALS

➢ Hoops or baskets, labels, balls.

➢ None required.

➢ Word strips of conjugated verbs.

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General Outcome for Language Competence
Students will use Spanish **effectively** and **competently**.

LC–2 interpret and produce texts

LC–2.1
aural interpretation

SPECIFIC OUTCOMES *Students will be able to:*	SAMPLE TEACHING AND LEARNING ACTIVITIES
a. understand short, simple oral texts in guided and unguided situations	➢ **Radio and Television Advertisements** Listen to radio advertisements or watch television advertisements for vacation destinations or retail items. Individually, have the students identify the characteristics of the destination or item. Then have students work with a partner to share information and represent the main points of the advertisement visually. ➢ **Airport Announcements** Read various flight announcements and bulletins to the class as if over an airport intercom. Give each student a pretend airline ticket and have them verify their departure gate and if their flight is on time or delayed. ➢ **Restaurants** Divide the students into groups and have them choose a waiter for each group. Have the waiters describe the daily specials. Each group member then chooses an item to order from the daily specials. As an extension, distribute menus that describe various food items. Have the students answer questions about the information given in the menu. For example: – *¿Qué comida es la más picante?* (What item is served extra spicy?) – *¿Qué comida es bueno para los vegetarianos?* (What item is good for vegetarians?) – *¿Qué puede comprar si solo tiene cinco doláres?* (What could you buy if you only had five dollars to spend?)

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General Outcome for Language Competence
Students will use Spanish **effectively** and **competently**.

LC–2 interpret and produce texts

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- understand short, simple oral texts in guided and unguided situations?

➢ **Self-assessment Rating Scale**
Create an outcome-based self-assessment checklist and share it with students before they listen to radio and television advertisements. Students use the rating scale to assess how well they understand short, simple oral texts in guided and unguided situations (see sample blackline master in Appendix E: Self-assessment Rating Scale).

➢ **Anecdotal Notes**
Observe students as they listen to the announcements and verify the information on their airline tickets. Note the extent to which students are able to understand short, simple oral texts in guided and unguided situations and record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

➢ **Peer-assessment Checklist**
With the students, collaboratively create an outcome-based peer-assessment checklist before they present restaurant-themed role-plays. Students use the checklist to determine if their peers are able to understand short, simple oral texts in guided and unguided situations (see sample blackline master in Appendix E: Peer-assessment Checklist).

MATERIALS

➢ Spanish television advertisements and commercials, audio recordings of Spanish radio advertisements.

➢ Pretend airline tickets.

➢ Restaurant menus.

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General Outcome for Language Competence
Students will use Spanish **effectively** and **competently**.

LC–2 interpret and produce texts

SPECIFIC OUTCOMES		SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:		
LC–2.2 oral production	a. produce short, simple oral texts in guided situations	➢ **Memory Game** Have the students participate in a memory game based on a vacation theme (*Voy de viaje*) (I am going on a trip). Have the students sit in a circle. The first student says, *Voy de viaje y llevo* _____. (I am going on a trip and I am bringing _____.) The second person repeats what the first person says and adds another item to the suitcase: *Voy de viaje y llevo* _____ *y* _____. (I am going on a trip and I am bringing _____ and _____.) Have the students continue with this pattern until all have had an opportunity to participate. ➢ **Telephone Role-play** Ask the students to create a telephone role-play that depicts an invitation, the telling of good news or a description of what happened over the weekend. Have the students perform their role-plays for the rest of the class. Consider video recording them for viewing by the students.

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General Outcome for Language Competence
Students will use Spanish **effectively** and **competently**.

LC–2 interpret and produce texts

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- produce short, simple oral texts in guided situations?

➢ **Anecdotal Notes**
Observe the students as they play the memory game. Record anecdotal notes of the extent to which students are able to produce short, simple oral texts in guided situations (see sample blackline master in Appendix E: Anecdotal Notes).

➢ **Rating Scale**
Create an outcome-based checklist and share it with students before they create telephone role-plays. Use the rating scale to assess how well students are able to produce short, simple oral texts in guided situations (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

MATERIALS

➢ None required.

➢ Telephone props, video camera, viewing station (optional).

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General Outcome for Language Competence
Students will use Spanish **effectively** and **competently**.

LC–2 interpret and produce texts

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
LC–2.3 interactive fluency a. engage in a variety of simple interactions	➢ **Daily Questions** Ask students informal conversation questions before, during and after class. Use a class list to keep track of who you talked to each day. ➢ **Games** Have the students play a variety of board games, card games or matching games with each other during which they must speak Spanish. ➢ **Role-plays** Divide the students into groups and have them create various role-plays in which people engage in simple interactions with employees of various businesses; e.g., store clerk, receptionist, taxi driver, bus driver. Have the groups present their role-plays and video record them for viewing by the students.

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General Outcome for Language Competence
Students will use Spanish **effectively** and **competently**.

LC–2 interpret and produce texts

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • engage in a variety of simple interactions?	
➢ **Anecdotal Notes** Observe students as they answer informal conversation questions. Record anecdotal notes of the extent to which students are able to engage in a variety of simple interactions (see sample blackline master in Appendix E: Anecdotal Notes).	➢ Class list.
➢ **Self-assessment Checklist and Goal Setting** Create an outcome-based self-assessment checklist and share it with students before they play games. Students use the checklist to determine if they are able to engage in a variety of simple interactions. Encourage students to set goals for future learning (see sample blackline master in Appendix E: Self-assessment Checklist and Goal Setting).	➢ Various games.
➢ **Peer-assessment Checklist** With the students, collaboratively create an outcome-based peer-assessment checklist before they create their role-plays. Students use the checklist to determine if their peers are able to engage in a variety of simple interactions (see sample blackline master in Appendix E: Peer-assessment Checklist).	➢ Various props, video camera, viewing station (optional).

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General Outcome for Language Competence
Students will use Spanish **effectively** and **competently**.

LC–2 interpret and produce texts

LC–2.4
written interpretation

SPECIFIC OUTCOMES *Students will be able to:*	SAMPLE TEACHING AND LEARNING ACTIVITIES
a. understand short, simple written texts in guided and unguided situations	➢ **Riddles** Have the students read a variety of riddles in Spanish and try to figure out the answers. For example: Riddle: *Todo el mundo tiene uno.* (Everyone has one.) Answer: *Un nombre* (A name.) ➢ **Comic Strips** Have the students read comic strips from Spanish publications. Divide the students into groups and have them dramatize the comic strips. ➢ **Following Directions** Ask the students to participate in a simple science experiment by reading the instructions and following the steps. Lead a discussion of the results of the experiment. **Extension** Have the students read and follow directions to make a Latin-American craft; e.g., Mexican tissue flower.

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General Outcome for Language Competence
Students will use Spanish **effectively** and **competently**.

LC–2 interpret and produce texts

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- understand short, simple written texts in guided and unguided situations?

➢ **Anecdotal Notes**
Observe the students and review their answers to the riddles. Record anecdotal notes of how well students are able to understand short, simple written texts in guided and unguided situations (see sample blackline master in Appendix E: Anecdotal Notes).

➢ **Peer-assessment Checklist**
With the students, collaboratively create an outcome-based peer-assessment checklist before they dramatize the comics. Students use the checklist to determine if their peers are able to understand short, simple written texts in guided and unguided situations (see sample blackline master in Appendix E: Peer-assessment Checklist).

➢ **Observation Checklist**
Create an outcome-based checklist and share it with students before they conduct the science experiment. Use the checklist to assess if students are able to understand short, simple written texts in guided and unguided situations (see sample blackline master in Appendix E: Observation Checklist).

MATERIALS

➢ Various Spanish riddles.

➢ A variety of comic strips in Spanish, various props.

➢ Simple science experiments written in Spanish, materials needed for experiments.

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General Outcome for Language Competence
Students will use Spanish **effectively** and **competently**.

LC–2 interpret and produce texts

SPECIFIC OUTCOMES *Students will be able to:*	SAMPLE TEACHING AND LEARNING ACTIVITIES
LC–2.5 written production a. produce short, simple written texts in guided situations	➢ **Riddles** In pairs or in small groups, have the students read sample riddles. For example: Riddle: *Todo el mundo tiene uno.* (Everyone has one.) Answer: *Un nombre* (A name.) Next, in pairs or in small groups, write their own riddles. Have the groups then exchange their riddles with another group. ➢ **Comic Strips** Have the students read comic strips from Spanish publications and then create their own comic strips. Consider publishing the comics in a class comic book. ➢ **E-mail** Send the students individual e-mails asking them about what they did on the weekend or about a movie they watched recently. Ask the students to respond via e-mail. ➢ **My Family** Have the students write a text that describes their family, where they live and what their family likes to do together. Have the students follow the writing process (prewriting, planning, writing, revision, correction and publication) and include illustrations or photographs. ➢ **Advertising** Have the students each create an advertisement for a new product aimed at Grade 6 students, illustrate them and display them in the class.

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General Outcome for Language Competence
Students will use Spanish **effectively** and **competently**.

LC–2 interpret and produce texts

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • produce short, simple written texts in guided situations?	
➢ **Observation Checklist** Create an outcome-based checklist and share it with students before they write simple riddles. Use the checklist to assess if students are able to produce short, simple written texts in guided situations (see sample blackline master in Appendix E: Observation Checklist).	➢ Various Spanish riddles.
➢ **Peer-assessment Checklist** With the students, collaboratively create an outcome-based peer-assessment checklist before they create comic strips. Students use the checklist to determine if their peers are able to produce short, simple written texts in guided situations (see sample blackline master in Appendix E: Peer-assessment Checklist).	➢ Spanish comic strips.
➢ **Rating Scale** Create an outcome-based rating scale and share it with students before they participate in an e-mail exchange. Use the rating scale to assess how well students are able to produce short, simple written texts in guided situations (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).	➢ Internet, computer, e-mail, printer.
➢ **Self-assessment Checklist** Create an outcome-based self-assessment checklist and share it with students before they write descriptions of their families. Students use the checklist to determine if they are able to produce short, simple written texts in guided situations (see sample blackline master in Appendix E: Self-assessment Checklist).	➢ Photographs.
➢ **Rubric** Collaboratively create an outcome-based rubric with the students before they write advertisements for a new product. Use the rubric to evaluate how well students are able to produce short, simple written texts in guided situations (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).	➢ Sample advertisements in Spanish.

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General Outcome for Language Competence
Students will use Spanish **effectively** and **competently**.

LC–2 interpret and produce texts

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
LC–2.6 visual interpretation a. derive meaning from some visual elements of a variety of media in guided and unguided situations	➢ **Art Critique** Ask the students to look at a sculpture and/or painting and give a simple critique. Have them focus on its shape, form and colour. Consider having the students find a photograph or a piece of art to discuss as a class. ➢ **Video without Sound** Play a Spanish commercial or cartoon without the volume and have the students discuss its story in groups. Have the students watch it again with the volume on to verify its meaning. ➢ **What's in a Photograph** Display a variety of photographs and pictures from several magazines; e.g., *National Geographic*. Arrange the students into small groups and give each group a few pictures. Encourage the groups to derive meaning from the pictures. ➢ **Reading Maps** Arrange the students into small groups. Provide each group with a subway map from a Spanish-speaking country and assign a destination. Have the students look at the map and decide which train to catch and which stop to get off at. **Extension** Display a variety of street signs from Spanish-speaking countries and have the students interpret their meanings.

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General Outcome for Language Competence
Students will use Spanish **effectively** and **competently**.

LC–2 interpret and produce texts

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- derive meaning from some visual elements of a variety of media in guided and unguided situations?

➢ **Learning Log**
Have the students reflect on their learning and how well they were able to derive meaning from the artwork. For example:
 – I noticed that …
 – I learned that …

➢ **Self-assessment Checklist**
Create an outcome-based self-assessment checklist and share it with students before they watch a video clip without sound. Students use the checklist to determine if they are able to derive meaning from some visual elements of a variety of media in guided and unguided situations (see sample blackline master in Appendix E: Self-assessment Checklist).

➢ **Anecdotal Notes**
Observe students as they construct meaning from magazine photographs. Record anecdotal notes of the extent to which students are able to derive meaning from some visual elements of a variety of media in guided and unguided situations (see sample blackline master in Appendix E: Anecdotal Notes).

➢ **Observation Checklist**
Create an outcome-based checklist and share it with students before they begin the map activity. Use the checklist to assess if students are able to derive meaning from some visual elements of a variety of media in guided and unguided situations (see sample blackline master in Appendix E: Observation Checklist).

MATERIALS

➢ Pictures of a variety of artwork such as sculptures, paintings.

➢ Spanish commercials or cartoons, viewing station.

➢ A variety of magazines.

➢ Subway maps from Spanish-speaking countries.

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General Outcome for Language Competence
Students will use Spanish **effectively** and **competently**.

LC–2 interpret and produce texts

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
LC–2.7 representation a. express meaning through the use of some visual elements in a variety of media in guided and unguided situations	➢ **Collage** Have the students create a word and picture collage on hobbies and pastimes. Encourage the students to express their feelings on these hobbies or pastimes through the use of visual elements. ➢ **Dance** Have the students watch a video of a Latin-American dance, learn about the dance's meaning and history and perform the dance. Consider video recording the students' dance performances for viewing by the students. ➢ **Visual Music** Have the students listen to Spanish guitar music while painting, using colours that reflect the mood of the piece. Have the students write a description of the art, following a model. For example: _____ (*Título de la música.*) (Song title.) *La música es* (The music is) _____ *y* (and) _____. *Con la música me siento* (With the music I feel) _____. *Uso los colores* (I use the colours) _____, _____ *y* (and) _____. ➢ **Special Boxes** Have the students create and decorate a *Caja Especial* (Special Box) in which they put items that represent themselves. Ask the students to write about the personal meaning of each item and present their boxes to their classmates.

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General Outcome for Language Competence
Students will use Spanish **effectively** and **competently**.

LC–2 interpret and produce texts

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- express meaning through the use of some visual elements in a variety of media in guided and unguided situations?

➢ **Anecdotal Notes**
Observe students while they create collages of their hobbies and pastimes. Record anecdotal notes of the extent to which students are able to express meaning through the use of some visual elements in a variety of media in guided and unguided situations (see sample blackline master in Appendix E: Anecdotal Notes).

➢ **Learning Log**
After viewing a video on Latin-American dance and practising the moves of the dance, have the students reflect on how well they are able to express meaning through the use of some visual elements. For example:
- I learned that …
- What I liked best was …

➢ **Anecdotal Notes**
Observe students as they listen to a piece of music and express the mood of it through painting. Record anecdotal notes of the extent to which they are able to express meaning through the use of some visual elements in a variety of media in guided and unguided situations (see sample blackline master in Appendix E: Anecdotal Notes).

➢ **Rubric**
Collaboratively create an outcome-based rubric with the students before they create their special boxes. Use the rubric to evaluate how well students are able to express meaning through the use of some visual elements in a variety of media in guided and unguided situations (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

MATERIALS

➢ Various pictures, scissors, markers, glue.

➢ Video of Latin-American dance, video camera, viewing station.

➢ Spanish guitar music, listening station, paper, paints.

➢ Boxes for each student, various personal items.

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General Outcome for Language Competence
Students will use Spanish **effectively** and **competently**.

LC–3 apply knowledge of the sociocultural context

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to: a. experiment with and use informal language in familiar contexts **LC–3.1** register	➢ **Out with Friends Comic Strip** Review vocabulary and phrases related to informal conversation. Have the students create a comic strip that depicts an informal event with friends; e.g., going to the movies, going to the mall, going to a sporting event, going camping. In the speech bubbles, ask the students to write informal conversations that might occur during the outing. ➢ **Classroom Café** Set up the classroom like a café and serve hot chocolate and pastries. Place a card with a topic of interest at each table. Have the students sit at the tables and enjoy their snacks while using informal language to converse on the indicated topic. Spanish-speaking guests could be invited to join the students. ➢ **Role-play** Have the students create a role-play requiring the use of informal language. For example: You have arrived in Spain during the festival season in July, and you and your Spanish-speaking friend are planning your day. Ask the students to perform their role-plays for the rest of the class.

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General Outcome for Language Competence
Students will use Spanish **effectively** and **competently**.

LC–3 apply knowledge of the sociocultural context

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- experiment with and use informal language in familiar contexts?

➢ **Observation Checklist**
Create an outcome-based checklist and share it with students before they create comic strips using language that is typical in informal conversations. Use the checklist to assess if students are able to experiment with and use informal language in familiar contexts (see sample blackline master in Appendix E: Observation Checklist).

MATERIALS

➢ None required.

➢ **Anecdotal Notes**
Observe students as they converse in a classroom café setting. Record anecdotal notes of the extent to which students are able to experiment with and use informal language in familiar contexts (see sample blackline master in Appendix E: Anecdotal Notes).

➢ Hot chocolate, snacks, topic cards, Spanish-speaking guests (optional).

➢ **Peer-assessment Checklist**
With the students, collaboratively create an outcome-based peer-assessment checklist before they role-play the use of informal language. Students use the checklist to determine if their peers are able to experiment with and use informal language in familiar contexts (see sample blackline master in Appendix E: Peer-assessment Checklist).

➢ None required.

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General Outcome for Language Competence
Students will use Spanish **effectively** and **competently**.

LC–3 apply knowledge of the sociocultural context

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to: **LC–3.2** idiomatic expressions a. use learned idiomatic expressions to enhance communication	➤ **Poster Display** Have the students choose one of the idiomatic expressions that they have learned (see Appendix B: Vocabulary and Classroom Expressions) and, with their partners, design a poster that depicts expression in a humorous way. For example: – *¡A otro perro con ese hueso!* (You can't cheat me/ I don't believe you.) – *El tiempo es oro*. (Time is money.) ➤ **Idiom Role-plays** Write idiomatic expressions that students have studied on a blank set of cards (see Appendix B: Vocabulary and Classroom Expressions). Arrange the students into small groups and give each group member an idiomatic expression card. Have the student groups create a role-play in which members use idiomatic expressions to enhance communication. Ask the student groups to present their role-plays to the class.

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General Outcome for Language Competence
Students will use Spanish **effectively** and **competently**.

LC–3 apply knowledge of the sociocultural context

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- use learned idiomatic expressions to enhance communication?

➢ **Rating Scale**
Collaboratively create an outcome-based rating scale with the students before they create posters depicting idiomatic expressions. Use the rating scale to assess how well students are able to use learned idiomatic expressions to enhance communication (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

➢ **Peer-assessment Checklist**
With the students, collaboratively create an outcome-based peer-assessment checklist before they create role-plays with idiomatic expressions. Students use the checklist to determine if their peers are able to use learned idiomatic expressions to enhance communication (see sample blackline master in Appendix E: Peer-assessment Checklist).

MATERIALS

➢ Poster materials, various Spanish idioms.

➢ Various Spanish idioms written on cards.

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General Outcome for Language Competence
Students will use Spanish **effectively** and **competently**.

LC–3 apply knowledge of the sociocultural context

LC–3.3 variations in language

SPECIFIC OUTCOMES *Students will be able to:*	SAMPLE TEACHING AND LEARNING ACTIVITIES
a. experience a variety of accents, variations in speech and regional variations in language	➢ **Guest Speakers** Invite Spanish-speaking guest speakers from a variety of regions and countries to talk about a familiar topic so that the students can be exposed to different ways of speaking and different accents. ➢ **Audio Recordings** Listen to recordings of a radio broadcast or announcement in Spanish, and have the students discuss the different types of accents they heard and how much they understood. Discuss strategies for understanding people with different accents. ➢ **Same Story, Different Voice** Have the students listen to recordings of the same story read by two different readers and then create a Venn diagram to compare the two readings.

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General Outcome for Language Competence
Students will use Spanish **effectively** and **competently**.

LC–3 apply knowledge of the sociocultural context

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • experience a variety of accents, variations in speech and regional variations in language?	
➢ **Learning Log** After the visit from the guest speaker, have the students reflect on their ability to experience a variety of accents, variations in speech and regional variations in language.	➢ Spanish-speaking guest speakers from various regions and countries.
➢ **Observation Checklist** Create an outcome-based checklist and share it with students before they listen to radio broadcasts or announcements in Spanish. Use the checklist to assess if students are able to experience a variety of accents, variations in speech and regional variations in language (see sample blackline master in Appendix E: Observation Checklist).	➢ Audio recordings of radio broadcasts or announcements in Spanish, listening station.
➢ **Anecdotal Notes** Observe students as they create Venn diagrams to compare audio recordings. Record anecdotal notes of the extent to which students are able to experience a variety of accents, variations in speech and regional variations in language (see sample blackline master in Appendix E: Anecdotal Notes).	➢ Audio recordings of the same story read by two different speakers.

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General Outcome for Language Competence
Students will use Spanish **effectively** and **competently**.

LC–3 apply knowledge of the sociocultural context

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
LC–3.4 social conventions a. recognize verbal behaviours that are considered impolite	➢ **Tourist Behaviour** Have the students listen to or read conversations in which a tourist behaves inappropriately in various situations. Ask the students to identify the inappropriate behaviours and correct them; e.g., using the following expressions in the correct context: *perdón* (pardon), *cuidado* (careful), *con su permiso* (excuse me). **Extension** Have the students role-play a scenario in which a tourist behaves inappropriately in a Spanish-speaking country. Have members of the audience comment on the role-play, noting the inappropriate behaviour and describing how the tourist should have behaved. ➢ **Appropriate Forms of Address** Review the correct usage of *tú* and *usted*. Remind students that it is inappropriate to use the *tú* form when speaking with an elder or a person of authority. Arrange the students into small groups and have them create role-plays that demonstrate the proper and improper usage of *tú* and *usted*. Have the students present their role-plays to the class. Ask the students in the audience to say whether the appropriate form of address was used or not.

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General Outcome for Language Competence
Students will use Spanish **effectively** and **competently**.

LC–3 apply knowledge of the sociocultural context

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- recognize verbal behaviours that are considered impolite?

➢ **Self-assessment Checklist**
Create an outcome-based self-assessment checklist and share it with students before they listen to or read about the inappropriate behaviour. Students use the checklist to determine if they are able to recognize verbal behaviours that are considered impolite (see sample blackline master in Appendix E: Self-assessment Checklist).

MATERIALS

➢ Tourist conversations (audio or written).

➢ **Rating Scale**
Create an outcome-based rating scale and share it with students before they create role-plays demonstrating the proper usage of *tú* and *usted*. Use the rating scale to assess how well students are able to recognize verbal behaviours that are considered impolite (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

➢ None required.

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General Outcome for Language Competence
Students will use Spanish **effectively** and **competently**.

LC–3 apply knowledge of the sociocultural context

LC–3.4 social conventions

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to: b. recognize simple social conventions in informal conversation	➢ **Classroom Display** Post pictures that show different social conventions; e.g., a handshake, waving hands to say hello or goodbye, turn taking, raising hands and waiting to speak. With the class, create a Triple T-chart (Appendix D: Graphic Organizers) to show what social conventions look like, sound like and feel like. For example: Informal Conversation: **looks like** heads nodding people are interested people leaning forward people taking turns people looking at each other **sounds like** one person is talking at a time people disagree politely questions and answers different people talking soft voices **feels like** ideas are important help others figure things out learning from each other respectful Post the chart in the classroom for the future reference. Encourage the students to use these social conventions and model these behaviours throughout the year. ➢ **Telephone Conversations** Review different telephone social conventions in various Spanish-speaking countries; e.g., in Chile they answer the telephone *¿Aló?*, in parts of Spain they answer *Diga*, and in parts of Mexico they use *Bueno.* Have the students role-play telephone conversations with each other.

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General Outcome for Language Competence
Students will use Spanish **effectively** and **competently**.

LC–3 apply knowledge of the sociocultural context

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- recognize simple social conventions in informal conversation?

➢ **Anecdotal Notes**
Observe students as they create triple T-charts to describe social conventions. Record anecdotal notes of the extent to which students are able to recognize simple social conventions in informal conversation (see sample blackline master in Appendix E: Anecdotal Notes).

➢ **Observation Checklist**
Create an outcome-based checklist and share it with students before they role-play appropriate telephone conventions. Use the checklist to assess if students are able to recognize simple social conventions in informal conversation (see sample blackline master in Appendix E: Observation Checklist).

MATERIALS

➢ Pictures that show different social conventions.

➢ Telephone props.

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General Outcome for Language Competence
Students will use Spanish **effectively** and **competently**.

LC–3 apply knowledge of the sociocultural context

LC–3.5
nonverbal communication

SPECIFIC OUTCOMES *Students will be able to:*	SAMPLE TEACHING AND LEARNING ACTIVITIES
a. use appropriate nonverbal behaviours in a variety of familiar contexts	➢ **Preparing for Guests** Before a guest speaker comes to the class, discuss proper etiquette and body language for showing respect and making the speaker feel welcome. Also discuss the importance of attentive listening; e.g., eye contact, shaking hands, greeting with a kiss on one or both cheeks. ➢ **Group Work** Encourage the class to use appropriate nonverbal behaviours during group work. Video record the students as they work together. Play the video recording of the class, pausing once in a while to ask the students to describe the nonverbal behaviours shown. ➢ **Role-play** Have the students create a role-play demonstrating the use of appropriate and inappropriate nonverbal behaviours. Ask the students in the audience to identify the inappropriate nonverbal behaviours and explain why they are inappropriate.

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General Outcome for Language Competence
Students will use Spanish **effectively** and **competently**.

LC–3 apply knowledge of the sociocultural context

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- use appropriate nonverbal behaviours in a variety of familiar contexts?

➢ **Self-assessment Rating Scale**
Create an outcome-based self-assessment rating scale and share it with students before inviting a guest speaker to the class. Students use the rating scale to assess how well they are able to use appropriate nonverbal behaviours in a variety of familiar contexts (see sample blackline master in Appendix E: Self-assessment Rating Scale).

➢ **Observation Checklist**
Create an outcome-based checklist and share it with students before they participate in group activities. Use the checklist to assess if students are able to use appropriate nonverbal behaviours in a variety of familiar contexts (see sample blackline master in Appendix E: Observation Checklist).

➢ **Anecdotal Notes**
Observe students as they participate in role-plays depicting appropriate and inappropriate nonverbal behaviours. Record anecdotal notes of the extent to which students are able to use appropriate nonverbal behaviours in a variety of familiar contexts (see sample blackline master in Appendix E: Anecdotal Notes).

MATERIALS

➢ None required.

➢ Video camera, viewing station.

➢ None required.

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General Outcome for Language Competence
Students will use Spanish **effectively** and **competently**.

LC–4 apply knowledge of how discourse is organized, structured and sequenced

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
LC–4.1 cohesion/coherence a. link several sentences coherently	➢ **Cloze Passage** Distribute a cloze passage that has several linking words missing. Have the students fill in the missing words, using words from their personal dictionaries. ➢ **Rewriting Text** Brainstorm with the students to create a list of common linking words like *y* (and), *o* (or), *pero* (but), *después* (after), *entonces* (then/so) and so on. Write a text on the board using short sentences and no connectors. Ask the students to improve this dialogue by inserting some of these linking words and combining sentences in a meaningful way. After discussing the revised text, give them a new text to complete with a partner. ➢ **Link Them Up!** Divide the class into two teams. Present each team with a pair of sentences at the same time. The teams join the two sentences using an appropriate link word. If an appropriate link word is used, the team scores a point.

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General Outcome for Language Competence
Students will use Spanish **effectively** and **competently**.

LC–4 apply knowledge of how discourse is organized, structured and sequenced

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • link several sentences coherently?	
➢ **Rating Scale** Create an outcome-based rating scale and share it with students before they complete the cloze passage. Use the rating scale to assess how well students are able to link several sentences coherently (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).	➢ Cloze passage, personal dictionaries.
➢ **Anecdotal Notes** Observe students as they use link words to combine sentences. Record anecdotal notes of the extent to which students are able to link several sentences coherently (see sample blackline master in Appendix E: Anecdotal Notes).	➢ None required.
➢ **Peer-assessment Checklist** With the students, collaboratively create an outcome-based peer-assessment checklist before they play the game. Students use the checklist to determine if their peers are able to link several sentences coherently (see sample blackline master in Appendix E: Peer-assessment Checklist).	➢ A variety of simple sentences written on sentence strips.

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General Outcome for Language Competence
Students will use Spanish **effectively** and **competently**.

LC–4 apply knowledge of how discourse is organized, structured and sequenced

	SPECIFIC OUTCOMES *Students will be able to:*	SAMPLE TEACHING AND LEARNING ACTIVITIES
LC–4.1 cohesion/coherence	b. use common conventions to structure texts	➢ **Structuring a Text** During guided reading, encourage the students to identify punctuation and capitalization used in the text. Give the students a new text that is missing capitalization and punctuation. Have the students edit the text, divide it into logical paragraphs and create a title for the text. ➢ **Create a Title** Divide the students into small groups and give each group a short story to read. Then have them create a title for the story. Rotate student groups and stories until all groups have had a chance to create a title for each story. Once all stories have several titles, have the students vote on the best title for each story.

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General Outcome for Language Competence
Students will use Spanish **effectively** and **competently**.

LC–4 apply knowledge of how discourse is organized, structured and sequenced

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- use common conventions to structure texts?

➢ **Anecdotal Notes**
Observe students as they edit a text for capitals and punctuation. Record anecdotal notes of the extent to which students are able to use common conventions to structure texts (see sample blackline master in Appendix E: Anecdotal Notes).

➢ **Observation Checklist**
Create an outcome-based checklist and share it with students before they create appropriate titles for stories. Use the checklist to assess how well students are able to use common conventions to structure texts (see sample blackline master in Appendix E: Observation Checklist).

MATERIALS

➢ Variety of short texts with and without punctuation, capitalization and titles.

➢ Variety of short stories in Spanish, with titles removed.

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General Outcome for Language Competence
Students will use Spanish **effectively** and **competently**.

LC–4 apply knowledge of how discourse is organized, structured and sequenced

	SPECIFIC OUTCOMES *Students will be able to:*	SAMPLE TEACHING AND LEARNING ACTIVITIES
LC–4.2 text forms	a. use some simple text forms in their own productions	➢ **Class Newspaper** Have the students prepare a class newspaper. Arrange the students into small groups and have each group prepare a section of the newspaper; e.g., comic strip, sport section, news, entertainment, weather, advice column. ➢ **Cooking Show** Have the students create a Spanish cooking show. Ask the students to select a simple Spanish recipe and write a script for the show. Have the students video record the show or present it to the class. ➢ **Tickets! Tickets!** Ask the students to create a variety of tickets; e.g., transportation tickets (bus, plane, train), concert and event tickets. Display the tickets throughout the classroom.

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General Outcome for Language Competence
Students will use Spanish **effectively** and **competently**.

LC–4 apply knowledge of how discourse is organized, structured and sequenced

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • use some simple text forms in their own productions?	
➢ **Rubric** Collaboratively create an outcome-based rubric with the students before they create a class newspaper. Use the rubric to evaluate how well students are able to use some simple text forms in their own productions (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).	➢ None required.
➢ **Rating Scale** Create an outcome-based rating scale and share it with students before they write scripts for the cooking show. Use the rating scale to assess how well students are able to use some simple text forms in their own productions (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).	➢ Spanish recipes, video camera.
➢ **Observation Checklist** Create an outcome-based checklist and share it with students before they create a variety of tickets. Use the checklist to assess if students are able to use some simple text forms in their own productions (see sample blackline master in Appendix E: Observation Checklist).	➢ Variety of art materials.

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General Outcome for Language Competence
Students will use Spanish **effectively** and **competently**.

LC–4 apply knowledge of how discourse is organized, structured and sequenced

SPECIFIC OUTCOMES		SAMPLE TEACHING AND LEARNING ACTIVITIES
	Students will be able to:	
LC–4.3 patterns of social interaction	a. use simple conventions to open and close conversations and to manage turn taking	➢ **Turn Taking** Review a turn-taking strategy in which students must wait until they have an object or "talking stick" before they can share. Group the students and have them decide together where to go on vacation. Each student will be given the opportunity to give their suggestion by using the talking stick. Students are only allowed to speak when they have the talking stick in hand. ➢ **Role-play** Have the students role-play situations in which people are meeting for the first time. Review opening and closing questions and comments that could be used to start or end a conversation. For example: – *¿Eres una nueva estudiante?* (Are you a new student?) – *¿De dónde eres?* (Where are you from?) – *¿Cómo te llamas?* (What is your name?) – *¿Cuántos años tienes?* (How old are you?) – *¡Que te vaya bien!* (Take care!) – *¡Que tenga un buen día!* (Have a good day!) – *¡Hasta luego!* (See you later!) – *¡Nos vemos!* (See you later!)

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General Outcome for Language Competence
Students will use Spanish **effectively** and **competently**.

LC–4 apply knowledge of how discourse is organized, structured and sequenced

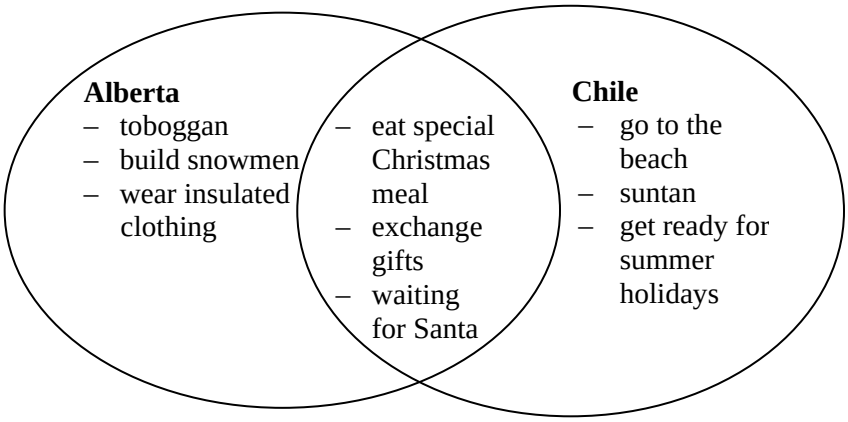
SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • use simple conventions to open and close conversations and to manage turn taking?	
➢ **Self-assessment Checklist** Create an outcome-based self-assessment checklist and share it with students before introducing the talking stick. Students use the checklist to determine if they are able to use simple conventions to open and close conversations and to manage turn taking (see sample blackline master in Appendix E: Self-assessment Checklist).	➢ Talking stick.
➢ **Anecdotal Notes** Observe students as they role-play meeting someone for the first time. Record anecdotal notes of the extent to which students are able to use simple conventions to open and close conversations and to manage turn taking (see sample blackline master in Appendix E: Anecdotal Notes).	➢ None required.

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Global Citizenship

General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–1 historical and contemporary elements of the cultures of the Spanish-speaking world

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to: **GC–1.1** accessing/analyzing cultural knowledge a. compare some elements of the cultures of the Spanish-speaking world to their own culture	➢ **Venn Diagrams** Ask the students to use a Venn diagram (see Appendix D: Graphic Organizers) to compare the December holiday season in Alberta (winter) and Chile (summer).  **Extension** Have the students compare typical meals of Latin America or Spain and Canada, or compare the most popular sports in Canada and a Spanish-speaking country. For example: – *En latinoamerica, el almuerzo es a las dos.* (In Latin America, lunch is at 2:00 p.m.) – *En México, la cena es más tarde que la cena en Canadá.* (In Mexico, dinner is later than dinner in Canada.)

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–1 historical and contemporary elements of the cultures of the Spanish-speaking world

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- compare some elements of the cultures of the Spanish-speaking world to their own culture?

➢ **Learning Log**
Have the students reflect on their learning and on how some elements of the Spanish-speaking world compare to those in Canada. For example:
 – I didn't know that …
 – I noticed that …
 – I found it interesting that …

MATERIALS

➢ Resource material, Internet, Venn diagram templates (Appendix D: Graphic Organizers).

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–1 historical and contemporary elements of the cultures of the Spanish-speaking world

GC–1.2
knowledge of the cultures of the Spanish-speaking world

SPECIFIC OUTCOMES *Students will be able to:*	SAMPLE TEACHING AND LEARNING ACTIVITIES
a. explore some elements of the cultures of the Spanish-speaking world	➢ **Holidays and Festivals** Have the students explore various holidays and festivals from different Spanish-speaking cultures. Ask the students to conduct research and create presentations that describe the customs and traditions used for each festival. ➢ **Art Study** Have the students review the work of a Spanish-speaking artist of their choice; e.g., Picasso, Diego Rivera. Ask the students to explore the art, note some of the key themes of the artist's work and choose a favourite piece of work. Have the students create their own piece of art, using the artist's technique as inspiration. ➢ **Dance, Dance** Introduce the students to a variety of Latin dances; e.g., salsa, merengue, flamenco, tango. Have the students practise and try to learn the steps associated with one of the dances. Consider inviting a guest dancer to teach the student and/or demonstrate the dance.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–1 historical and contemporary elements of the cultures of the Spanish-speaking world

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- explore some elements of the cultures of the Spanish-speaking world?

➢ **Rubric**
Collaboratively create an outcome-based rubric with the students before they research holidays and festivals from Spanish-speaking countries. Use the rubric to evaluate how well students are able to explore some elements of the cultures of the Spanish-speaking world (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

➢ **Anecdotal Notes**
Observe students as they explore the artwork of a famous Spanish-speaking artist. Record anecdotal notes of the extent to which students are able to explore some elements of the cultures of the Spanish-speaking world (see sample blackline master in Appendix E: Anecdotal Notes).

➢ **Learning Log**
Have the students reflect on their learning and how well they were able to explore some elements of the cultures of the Spanish-speaking world. For example:
- I enjoyed …
- I found it challenging when …
- I noticed that …

MATERIALS

➢ Various resources on festivals and celebrations, Internet.

➢ Various resources on Spanish-speaking artists, Internet, art materials.

➢ Videos of a variety of Spanish dances, guest dancer(s) (optional), accompanying music.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–1 historical and contemporary elements of the cultures of the Spanish-speaking world

	SPECIFIC OUTCOMES *Students will be able to:*	SAMPLE TEACHING AND LEARNING ACTIVITIES
GC–1.2 knowledge of the cultures of the Spanish-speaking world	b. identify some aspects they have in common with people their own age who live in the cultures of the Spanish-speaking world	➢ **A Day in the Life** Have the students use reference materials, videos and the Internet to research daily routines of their peers in Spanish-speaking countries. Assign the students a specific part of the daily routine of an elementary student in a Spanish-speaking country. Have the students draw that specific routine on poster-sized paper. When students are done drawing, arrange the pictures randomly at the front of the class. Ask the students to arrange the pictures in the correct order. **Caution** Students should be monitored when they use the computer. ➢ **Pen Pals/E-pals** Organize pen pals or e-mail pals with students in a Spanish-speaking country or from a Spanish bilingual class in another city. Have the students write short descriptions in Spanish about themselves and ask questions about the other students. Encourage the students to maintain their pen pal/e-pal relationship throughout the year. ➢ **Guest Speakers** Invite Spanish-speaking guest speakers to visit the students and discuss what life is like for students in their home countries. Take pictures of the guest speakers and the students for the front page of a souvenir class book entitled *Mi amigo(a) de* (My friend from) _____. Have each student write and illustrate one thing they have in common with students from the country of the guests. Collect the pages in a class book to display in the classroom library.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–1 historical and contemporary elements of the cultures of the Spanish-speaking world

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • identify some aspects they have in common with people their own age who live in the cultures of the Spanish-speaking world?	
➢ **Observation Checklist** Create an outcome-based checklist and share it with students before they investigate the daily routines of Spanish-speaking students their own age. Use the checklist to assess if students are able to identify some aspects they have in common with people their own age who live in the cultures of the Spanish-speaking world (see sample blackline master in Appendix E: Observation Checklist).	➢ *Central America Close-Up, Guatemala and El Salvador, Cuba Close-Up* (videos), reference materials, Internet, poster materials.
➢ **Anecdotal Notes** Create an outcome-based checklist and share it with students before they communicate with pen pals or e-pals. Record anecdotal notes of the extent to which students are able to identify some aspects they have in common with people their own age who live in the cultures of the Spanish-speaking world (see sample blackline master in Appendix E: Anecdotal Notes).	➢ Student e-mail accounts.
➢ **Learning Log** Have the students respond to each visit from a Spanish-speaking guest. Encourage them to reflect on the following questions: – What do I have in common with the guest? – What impressed me about the guest? – What did I learn from the guest? Have the students reflect on the experience and how well they were able to identify some aspects they have in common with people their own age who live in the cultures of the Spanish-speaking world.	➢ Spanish-speaking guest speakers.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–1 historical and contemporary elements of the cultures of the Spanish-speaking world

	SPECIFIC OUTCOMES *Students will be able to:*	SAMPLE TEACHING AND LEARNING ACTIVITIES
GC–1.3 applying cultural knowledge	a. identify similarities and differences between the cultures of the Spanish-speaking world and their own culture	➢ **Fashion Comparison** Have the students look at fashion magazines from Spanish-speaking countries and Canada. Compare the styles of dress of the two countries and develop a poster illustrating the fashion styles or trends of both places. ➢ **Television Shows** View short television programs from various Spanish-speaking countries. Have the students compare the shows they watched with Canadian shows. As a group, have them prepare a Venn diagram (Appendix D: Graphic Organizers) comparing the television shows of the two countries.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–1 historical and contemporary elements of the cultures of the Spanish-speaking world

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- identify similarities and differences between the cultures of the Spanish-speaking world and their own culture?

➢ **Observation Checklist**
Create an outcome-based checklist and share it with students before they compare the fashions of the different countries. Use the checklist to assess if students are able to identify similarities and differences between the cultures of the Spanish-speaking world and their own culture (see sample blackline master in Appendix E: Observation Checklist).

➢ **Rating Scale**
Create an outcome-based rating scale and share it with students before they compare television programs from different countries. Use the rating scale to assess how well students are able to identify similarities and differences between the cultures of the Spanish-speaking world and their own culture (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

MATERIALS

➢ Fashion magazines and Web sites from a variety of Spanish-speaking countries and Canada, poster materials.

➢ Television shows from Spanish-speaking countries, viewing station.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–1 historical and contemporary elements of the cultures of the Spanish-speaking world

SPECIFIC OUTCOMES		SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:		
GC–1.3 applying cultural knowledge	b. interpret similarities and differences between the cultures of the Spanish-speaking world and their own culture	➢ **Poems** Have the students compare the cultures of the Spanish-speaking world and their own by writing poems using a set format. For example: name of country/thing → Mexico two descriptive words → hot, tropical one phrase → endless, shimmering beaches one word → daydreaming Ask the students to illustrate their poems to reflect the unique cultural elements of each country. ➢ **Research and Present** Divide the students into small groups and have each group conduct research on the culture of a chosen Spanish-speaking country. Have the students compare the cultures of the Spanish-speaking country and their own and reflect on their similarities and differences. Have the students arrange their information into a presentation for the class; e.g., poster, digital slide show presentation, role-play.

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GC–1 historical and contemporary elements of the cultures of the Spanish-speaking world

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • interpret similarities and differences between the cultures of the Spanish-speaking world and their own culture?	
➢ **Observation Checklist** Create an outcome-based checklist and share it with students before they write their poems. Use the checklist to assess if students are able to interpret similarities and differences between the cultures of the Spanish-speaking world and their own culture (see sample blackline master in Appendix E: Observation Checklist).	➢ None required.
➢ **Rubric** Collaboratively create an outcome-based rubric with the students before they conduct research on a chosen Spanish-speaking country. Use the rubric to evaluate how well students are able to interpret similarities and differences between the cultures of the Spanish-speaking world and their own culture (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).	➢ Reference materials, Internet.

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GC–1 historical and contemporary elements of the cultures of the Spanish-speaking world

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
GC–1.4 diversity within the cultures of the Spanish-speaking world a. identify similarities and differences among diverse groups within the cultures of the Spanish-speaking world	➢ **Country Study** Divide the students into small groups and have them find information on a chosen Spanish-speaking country and the diverse cultures that exist within it; for example, Guatemala: Mayan, European, American, Korean. Have the students create a summary and present their findings to the class. ➢ **Diverse Groups** Ask the students to brainstorm different ways that groups of people can be classified. For example: – culture = Mexican, Spanish, Aboriginal – generation = older versus younger generations – geography = urban versus rural First have the students classify diverse groups in Canada. Then, once they are familiar with the process, have them classify diverse Spanish-speaking groups and make a chart or poster identifying these groups.

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GC–1 historical and contemporary elements of the cultures of the Spanish-speaking world

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- identify similarities and differences among diverse groups within the cultures of the Spanish-speaking world?

➢ **Rubric**
Collaboratively create an outcome-based rubric with the students before they research and summarize. Use the rubric to evaluate how well students are able to identify similarities and differences among diverse groups within the cultures of the Spanish-speaking world (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

➢ **Observation Checklist**
Create an outcome-based checklist and share it with students before they make charts or posters identifying diverse cultures within Spanish-speaking countries. Use the checklist to assess if students are able to identify similarities and differences among diverse groups within the cultures of the Spanish-speaking world (see sample blackline master in Appendix E: Observation Checklist).

MATERIALS

➢ Reference materials, Internet, poster materials.

➢ Various reference materials, poster materials.

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GC–1 historical and contemporary elements of the cultures of the Spanish-speaking world

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
GC–1.4 diversity within the cultures of the Spanish-speaking world b. interpret similarities and differences among diverse groups within the cultures of the Spanish-speaking world	➢ **Picture Prompts** After studying different groups within the Spanish-speaking world, show pictures of various Spanish-speaking people and ask such questions as: Where does this person live? How old is this person? What do they have in common? For example, show: – rural Cuban children versus urban Cuban children – wealthy and poor people – Mexican business people, rural and urban. Lead a class discussion on the similarities and differences among diverse groups within the cultures of the Spanish-speaking world. Encourage the students to reflect on their learning and knowledge of culture in order to interpret these similarities and differences. ➢ **Cultural Crafts** Have the students create crafts from different Spanish-speaking countries. Have them research the cultural meaning and significance of the craft in its region of origin. For example: – *Calaveras (Día de los Muertos)* (sugar skulls [Day of the Dead]) – Mexican tissue flowers – sand art – Guatemalan Worry dolls. Ask the students to compare the crafts from the different Spanish-speaking countries and cultures in their learning logs.

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GC–1 historical and contemporary elements of the cultures of the Spanish-speaking world

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • interpret similarities and differences among diverse groups within the cultures of the Spanish-speaking world?	
➢ **Anecdotal Notes** Observe students as they discuss the similarities and differences viewed in the pictures. Record anecdotal notes of the extent to which students are able to interpret similarities and differences among diverse groups within the cultures of the Spanish-speaking world (see sample blackline master in Appendix E: Anecdotal Notes).	➢ Pictures of a variety of people from Spanish-speaking countries.
➢ **Learning Log** After students have participated in a variety of cultural crafts, have them reflect on how they were able to interpret similarities and differences among diverse groups within the cultures of the Spanish-speaking world. For example: – The crafts of _____ and _____ are similar/different because … – When learning about the cultural meanings of the crafts, I realized that …	➢ Various craft materials.

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GC–1 historical and contemporary elements of the cultures of the Spanish-speaking world

	SPECIFIC OUTCOMES *Students will be able to:*	SAMPLE TEACHING AND LEARNING ACTIVITIES
GC–1.5 valuing the cultures of the Spanish-speaking world	a. identify similarities between themselves and people of the cultures of the Spanish-speaking world	➢ **Web Site Comparison** Ask the students to access Spanish language Web sites and make lists of similarities between themselves and the Spanish-speaking people represented in the sites. Assign certain topics for the students to focus on; e.g., toys, sports, hobbies, fashion. Have the students develop a presentation and share their findings with the class. **Caution** Students should be monitored when they use the computer. **Extension** Review teen magazines from Spain and Latin America. Have the students look for topics that are popular in Canada and make comparisons between themselves and their peers in the Spanish-speaking world. ➢ **Advertising Comparison** Have the students watch Spanish commercials for popular products that are also used by Canadians and note similarities in the presentation and sense of humour in these Spanish and Canadian commercials.

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GC–1 historical and contemporary elements of the cultures of the Spanish-speaking world

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • identify similarities between themselves and people of the cultures of the Spanish-speaking world?	
➢ **Self-assessment Checklist** Create an outcome-based self-assessment checklist and share it with students before they conduct Internet research. Students use the checklist to determine if they are able to identify similarities between themselves and people of the cultures of the Spanish-speaking world (see sample blackline master in Appendix E: Self-assessment Checklist).	➢ Spanish language Web sites, teen magazines.
➢ **Observation Checklist** Create an outcome-based checklist and share it with students before they watch Spanish commercials. Use the checklist to assess if students are able to identify similarities between themselves and people of the cultures of the Spanish-speaking world (see sample blackline master in Appendix E: Observation Checklist).	➢ Videos of Spanish language commercials, viewing station.

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GC–1 historical and contemporary elements of the cultures of the Spanish-speaking world

	SPECIFIC OUTCOMES *Students will be able to:*	SAMPLE TEACHING AND LEARNING ACTIVITIES
GC–1.5 valuing the cultures of the Spanish-speaking world	b. express an interest in finding out about people their own age who speak Spanish	➢ **Pen Pals/E-pals** Organize pen pals or e-mail pals (e-pals) from Spain/ Latin America or from a bilingual class in another city. Have the students write short descriptions in Spanish about themselves and ask questions about the other students. Encourage the students to ask frequent questions on the daily lives, pastimes and routines of their pen pals/e-pals. ➢ **Field Trip** If possible, organize a field trip to a bilingual Spanish school or class. Have the students from the bilingual school teach your students how to play some cultural games or make some Spanish craft items. ➢ **Guest Speakers** Invite young Spanish-speaking guests to celebrate Spanish and Latin-American cultures with the class by playing games, making traditional foods and so on. Have the guests show students pictures of their own countries. Encourage the students to ask questions about each guest's home country, culture, hobbies and daily routines.

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GC–1 historical and contemporary elements of the cultures of the Spanish-speaking world

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • express an interest in finding out about people their own age who speak Spanish?	
➢ **Anecdotal Notes** Observe students as they communicate information about themselves to their pen pals or e-pals. Record anecdotal notes of the extent to which students are able to express an interest in finding out about people their own age who speak Spanish (see sample blackline master in Appendix E: Anecdotal Notes).	➢ Pen pals or e-pals, e-mail, printer.
➢ **Self-assessment Checklist** Create an outcome-based self-assessment checklist and share it with students before going on a field trip. Students use the checklist to determine if they are able to express an interest in finding out about people their own age who speak Spanish (see sample blackline master in Appendix E: Self-assessment Checklist).	➢ Bilingual Spanish school or class.
➢ **Learning Log** Have the students reflect on the information learned from the guest speakers and consider how well they were able to ask questions and express an interest in finding out about people their own age who speak Spanish. Have the students record the answers to the questions they asked in their learning logs.	➢ Guest speakers, photographs.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–2 affirming diversity

GC–2.1
awareness of own language(s)

SPECIFIC OUTCOMES *Students will be able to:*	SAMPLE TEACHING AND LEARNING ACTIVITIES
a. identify similarities between their own language(s) and Spanish	➢ **Venn Diagrams** Have the students use a Venn diagram (Appendix D: Graphic Organizers) to note similarities between their own language(s) and Spanish. Have the students then share their Venn diagrams with each other.
	➢ **Borrowed Words** With students, brainstorm a list of cognates or English words that have been borrowed from Spanish; e.g., chocolate, ranch, tomato, alligator, bonanza, canyon, lagoon, patio, rodeo, stampede, tornado. Discuss the similarities between English and Spanish and why similar words are used in both languages. **Extension** Have the students create an informational text using as many cognates as possible, give it to a non-Spanish speaker to read (e.g., a parent), and then report back to the class on what parts of the message were understood and what was not understood.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–2 affirming diversity

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- identify similarities between their own language(s) and Spanish?

➢ **Rubric**
Collaboratively create an outcome-based rubric with the students before they create Venn diagrams. Use the rubric to evaluate how well students are able to identify similarities between their own language(s) and Spanish (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

➢ **Informal Observation/Learning Log**
Observe students as they brainstorm and discuss cognates. Make mental notes of the extent to which students are able to identify similarities between their own language(s) and Spanish. Offer feedback, encouragement and praise as needed.

Have the students reflect on how well they were able to identify similarities between their own language(s) and Spanish. For example:

– Some similarities between Spanish and my own language are …

MATERIALS

➢ None required.

➢ List of cognates.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–2 affirming diversity

GC–2.2
general language knowledge

SPECIFIC OUTCOMES *Students will be able to:*	SAMPLE TEACHING AND LEARNING ACTIVITIES
a. recognize that in any language there are different words for the same thing	➢ **English in Different Countries** Students create a three-column chart comparing English words in three different English-speaking countries; e.g., Canada, the United States and England.

Canada	United States	England
elevator	elevator	lift
apartment	apartment	flat
icing	frosting	icing
pop	soda	pop

Discuss how in any commonly spoken language there are variations in vocabulary for different cultures. Distribute a text in British English and have students underline words that are different in Canadian English.

➢ **Synonym Hunt**
Brainstorm English words that mean the same thing; e.g., pants and trousers, trash and rubbish, sneakers and runners, elastic and rubber band. Introduce various synonyms in Spanish from a variety of different countries and cultures. Write the synonyms on cards and divide them into two piles. Distribute one of the piles to the students and place the matching synonyms around the classroom. Have the students hunt for the synonyms for the words on their cards.

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Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–2 affirming diversity

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • recognize that in any language there are different words for the same thing?	
➢ **Observation Checklist** Create an outcome-based checklist and share it with students before they create a word comparison chart. Use the checklist to assess if students are able to recognize that in any language there are different words for the same thing (see sample blackline master in Appendix E: Observation Checklist).	➢ Chart paper, markers.
➢ **Anecdotal Notes** Observe students as they identify synonyms in Spanish. Record anecdotal notes of the extent to which students are able to recognize that in any language there are different words for the same thing (see sample blackline master in Appendix E: Anecdotal Notes).	➢ Cards with Spanish synonyms written on them.

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Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–2 affirming diversity

GC–2.3 awareness of own culture

SPECIFIC OUTCOMES *Students will be able to:*	SAMPLE TEACHING AND LEARNING ACTIVITIES
a. recognize and identify similarities and differences between their own culture and other cultures	➢ **Guest Speaker** Invite a guest speaker from a Third World Relief organization to talk about the lives of children in countries in South and Central America. Have the guest discuss with the students the similarities and differences between these children and Canadian children. ➢ **Food Field Trip** Take students on a field trip to a Spanish or Latin-American restaurant. Look at the various food items on the menu and notice ingredients that are similar and different to those commonly used in their own culture. Encourage the students to take notes of the similarities and differences and discuss them as a class.

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GC–2 affirming diversity

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • recognize and identify similarities and differences between their own culture and other cultures?	
➢ **Learning Log** Have the students reflect on what they learned in the presentations and on how well they were able to recognize and identify similarities and differences between their own culture and other cultures. For example: – I learned that … – I noticed that …	➢ Guest speaker, maps.
➢ **Observation Checklist** Create an outcome-based checklist and share it with students before going on a field trip to a Spanish or Latin-American restaurant. Use the checklist to assess if students are able to recognize and identify similarities and differences between their own culture and other cultures (see sample blackline master in Appendix E: Observation Checklist).	➢ Spanish or Latin-American restaurant.

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Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–2 affirming diversity

GC–2.4
general cultural knowledge

SPECIFIC OUTCOMES *Students will be able to:*	SAMPLE TEACHING AND LEARNING ACTIVITIES
a. recognize that speakers of the same language may come from different cultural backgrounds	➢ **Statistics Game** Review statistics about Spanish speakers around the world. Label several nets or baskets with numbers or percentages. Ask various questions. For example: – How many Spanish speakers are there in the world? – In how many countries do people speak Spanish? – How many people live in South America? – What percentage of them speaks Spanish? Have the students answer by throwing a ball in the appropriate basket. ➢ **Spanish-speaking Communities** Ask the students to study a Spanish-speaking community in a non-Spanish-speaking country (e.g., United States, Canada, Brazil), then create a presentation and share it with the rest of the class. Encourage the students to include information on the different cultural backgrounds represented in the Spanish-speaking community. ➢ **Spanish-speaking Countries** Ask the students to mark on a map of the world the different places where people speak Spanish. Arrange the students into small groups and assign each group a different Spanish-speaking country. Have each group research the country and seek information on the cultural traditions unique to that country. Have the groups prepare a presentation and share their findings with the class.

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GC–2 affirming diversity

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- recognize that speakers of the same language may come from different cultural backgrounds?

➢ **Anecdotal Notes**
Observe the students as they play the statistics game. Record anecdotal notes of how well students are able to recognize that speakers of the same language may come from different cultural backgrounds (see sample blackline master in Appendix E: Anecdotal Notes).

➢ **Rating Scale**
Create an outcome-based checklist and share it with students before they research Spanish speakers in non-Spanish-speaking countries. Use the rating scale to assess how well students are able to recognize that speakers of the same language may come from different cultural backgrounds (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

➢ **Rubric**
Collaboratively create an outcome-based rubric with the students before they research the cultural traditions of Spanish-speaking countries. Use the rubric to evaluate how well students are able to recognize that speakers of the same language may come from different cultural backgrounds (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

MATERIALS

➢ Spanish language statistics, baskets, balls.

➢ Reference material, Internet.

➢ World map, markers, reference material, Internet, poster materials.

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GC–2 affirming diversity

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
GC–2.4 general cultural knowledge b. recognize some of the factors that affect the culture of a particular region	➤ **Climate** Display weather maps of two or three different Spanish-speaking countries. Divide the students into groups. As they look at the maps, have them describe the weather. Encourage the students to make connections between their knowledge of climate and weather patterns and how they affect the daily lives of people. How might the weather affect the hobbies, sports and jobs of those people who live in these climates? ➤ **Cultural Effects of Geography** Show pictures of different regions of Latin America. Discuss with the students how geography and natural resources have various effects on culture; e.g., jobs, festivals, industry, celebrations. Have the students create cause-and-effect diagrams to show the relationship between these factors and Latin-American cultures. Consider questions such as: – Why do they have *siestas* (afternoon naps) in warmer climates? – How does living near the ocean affect the culture in Latin America and Spain? – How does agriculture affect the culture of people in Spanish-speaking countries?

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GC–2 affirming diversity

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- recognize some of the factors that affect the culture of a particular region?

➢ **Anecdotal Notes**
Observe students as they compare weather maps and discuss the effects weather may have on lifestyles. Record anecdotal notes of the extent to which students are able to recognize some of the factors that affect the culture of a particular region (see sample blackline master in Appendix E: Anecdotal Notes).

➢ **Observation Checklist**
Create an outcome-based checklist and share it with students prior to examining the effects of geography on culture. Use the checklist to assess how well students are able to recognize some of the factors that affect the culture of a particular region (see sample blackline master in Appendix E: Observation Checklist).

MATERIALS

➢ Weather maps of several Spanish-speaking countries, personal dictionaries.

➢ Pictures of different regions of Latin America.

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Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–2 affirming diversity

SPECIFIC OUTCOMES		SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:		
GC–2.5 valuing diversity	a. engage in activities that reflect different ways of doing things or other perspectives	➢ **Same Story, Different Cultures** Read with the class Cinderella stories from different cultures. Compare and contrast the stories, and discuss what the differences tell you about the country of origin's culture. Have the students create their own versions of the story from their own cultural perspectives, using sentence frames and illustrations. ➢ **New Year Celebrations Around the World** Discuss with students different family traditions for celebrating the New Year. Teach students about the various traditions in Spanish-speaking countries. For example, in Venezuela, the people wear yellow underwear and walk around their house with a suitcase to bring good luck and happy travels; in Spain, the people eat twelve grapes at midnight; in Mexico, the people eat one grape and walk around the block with a suitcase. Have a class New Year celebration in which students have the opportunity to celebrate the New Year in a different way from their own cultural background.

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GC–2 affirming diversity

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- engage in activities that reflect different ways of doing things or other perspectives?

➢ **Rubric**
Collaboratively create an outcome-based rubric with the students before reading Cinderella stories from various cultures. Use the rubric to evaluate how well students are able to engage in activities that reflect different ways of doing things or other perspectives (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

➢ **Learning Log**
Have the students reflect on the different ways the New Year is celebrated in Spanish-speaking countries. For example:
- I learned that …
- This celebration is similar to …
- This tradition is different from …

MATERIALS

➢ Cinderella stories from various cultures.

➢ Variety of Internet resources on New Year traditions.

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Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–2 affirming diversity

SPECIFIC OUTCOMES *Students will be able to:*	SAMPLE TEACHING AND LEARNING ACTIVITIES
GC–2.5 valuing diversity b. identify the limitations of adopting a single perspective	➢ **Story Time** Have the students read *Pepita y el color rosado* (Pepita and the Colour Pink). The story is about a girl who detests the colour pink. Her new neighbour, on the other hand, loves the colour pink. Have the students identify and discuss in English the colour metaphor in the book and the limitations of adopting a single, narrow perspective. **Extension** Have the students read the story *The Seven Blind Mice*. Discuss how the mice have a very narrow perspective of what the elephant is. ➢ **Latin-American Stereotypes** Ask the students to examine a picture of a Latin-American stereotype, e.g., Juan Valdez, and respond to the following questions: What if you thought that all men in Latin America looked like the man in this photograph? Why would this be wrong? Then discuss with the students stereotypes of Canadians; e.g., that we all live in igloos and play hockey. What are the limitations of adopting these stereotypical perspectives? ➢ **What If?** Have the students write responses to the following scenarios: – You are accused of a crime and the judge only listens to the evidence against you. You are not allowed to speak. – One person is given complete control of all the schools in Alberta. This person decides to have all students wear uniforms and bans all music. – The government decides that all Canadians are basically the same and cuts all multicultural programs. – Before taking a trip to Alberta, a foreign tourist studies what it is like in Ontario. Divide the students into groups and have them focus on the impact of adopting a single perspective.

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GC–2 affirming diversity

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • identify the limitations of adopting a single perspective?	
➢ **Anecdotal Notes** Observe the students as they discuss the stories. Record anecdotal notes of how well they are able to identify the limitations of adopting a single perspective (see sample blackline master in Appendix E: Anecdotal Notes).	➢ *Pepita y el color rosado* by Ofelia Dumas, *The Seven Blind Mice*.
➢ **Rating Scale** Create an outcome-based checklist and share it with students before discussing Latin-American and Canadian stereotypes. Use the rating scale to assess how well students are able to identify the limitations of adopting a single perspective (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).	➢ Photographs of Latin-American stereotypes.
➢ **Learning Log** Have the students reflect on their learning and how well they were able to identify the limitations of adopting a single perspective. Have the students describe an example of a time they or someone they know adopted a single perspective.	➢ Various scenarios.

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GC–2 affirming diversity

SPECIFIC OUTCOMES *Students will be able to:*	SAMPLE TEACHING AND LEARNING ACTIVITIES
GC–2.6 intercultural skills a. reflect on their actions and the consequences of their actions for others	➢ **Cause and Effect** Provide the students with scenarios depicting positive and negative actions. Have the students complete cause-and-effect charts that show the possible effects of the actions described in the scenarios. For example: – laughing – greeting a classmate with a smile. ➢ **Reflecting on Your Own Actions** Arrange the students into small groups and have them participate in a board game or free play outside. After ten minutes, stop the students and have them reflect on how they treated each other during game play. Encourage the students to consider how their actions affected their peers, both positively and negatively. For example, using encouragement statements such as *tu puedes hacerlo* (you can do it) versus discouraging statements such as *no eres bueno eres mal(a)* (you are no good) or *siempre eres tarde* (you are always late).

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GC–2 affirming diversity

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • reflect on their actions and the consequences of their actions for others?	
➢ **Observation Checklist** Create an outcome-based checklist and share it with students before they create cause-and-effect charts. Use the checklist to assess if students are able to reflect on their actions and the consequences of their actions for others (see sample blackline master in Appendix E: Observation Checklist).	➢ Various scenarios.
➢ **Anecdotal Notes** Observe students as they reflect on how they treated one another during game play. Record anecdotal notes of the extent to which they are able to reflect on their actions and the consequences of their actions for others (see sample blackline master in Appendix E: Anecdotal Notes).	➢ Board games.

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GC–2 affirming diversity

SPECIFIC OUTCOMES *Students will be able to:*	SAMPLE TEACHING AND LEARNING ACTIVITIES
GC–2.6 intercultural skills b. explore how their perspective is shaped by a variety of factors	➢ **Common Stereotypes** Provide pictures or stories that contain stereotypes. For example: – In westerns, Mexicans are often portrayed as villains. – Foreign people who cannot speak English well are used for comedy in films and television shows. Have the students brainstorm in groups to come up with other examples. Lead a class discussion on how their perspectives are influenced by these stereotypes. ➢ **Looking at Perspective** Read a story about an event that is told from the point of view of one of the people involved. Have the students discuss their opinions on the events described in the story. Then read a story about the same event that is told from the point of view of a different person. Discuss how this story changes the students' opinions. Discuss why the two people have different versions of the same story. ➢ **How Do You Feel?** Ask the students how they feel that day; e.g., *contento/a* (content), *triste* (sad), *enojado/a* (angry). Have the students choose a partner and describe why they feel this way. Discuss how different factors have a direct effect on how they feel.

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GC–2 affirming diversity

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • explore how their perspective is shaped by a variety of factors?	
➢ **Self-assessment Rating Scale** Create an outcome-based self-assessment rating scale and share it with students before they explore common stereotypes. Students use the rating scale to assess how well they are able to explore how their perspective is shaped by a variety of factors (see sample blackline master in Appendix E: Self-assessment Rating Scale).	➢ Pictures or stories that contain various examples of stereotypes.
➢ **Learning Log** Have the students reflect on their learning and how well they were able to explore how their perspective is shaped by a variety of factors. For example: – In the first version of the story, I felt … – In the second version of the story, I felt …	➢ Stories told from different perspectives.
➢ **Observation Checklist** Create an outcome-based checklist and share it with students before they discuss how they feel. Use the checklist to assess if students are able to explore how their perspective is shaped by a variety of factors (see sample blackline master in Appendix E: Observation Checklist).	➢ None required.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–3 personal and career opportunities

SPECIFIC OUTCOMES		SAMPLE TEACHING AND LEARNING ACTIVITIES
	Students will be able to:	
GC–3.1 the Spanish-speaking world and cultures	a. identify some careers for which knowledge of Spanish is useful	➢ **Brainstorming and Posters** Have the students brainstorm jobs or careers for which they think Spanish would be useful. Encourage the students to identify jobs in a variety of areas. For example: – hospitality – business – travel – manufacturing – science – food preparation/service – government. Divide the students into pairs and have them create posters that advertise the career benefits of learning Spanish. ➢ **Guest Speaker** Invite a guest speaker (e.g., high school counsellor, Spanish-speaking businessperson) to talk about careers for which Spanish is required, preferred or an asset. Afterwards, have the students discuss what they learned.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–3 personal and career opportunities

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- identify some careers for which knowledge of Spanish is useful?

➢ **Rubric**
Collaboratively create an outcome-based rubric with the students before they create posters on the career benefits of learning Spanish. Use the rubric to evaluate how well students are able to identify some careers for which knowledge of Spanish is useful (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

➢ **Learning Log**
Have the students reflect on the guest speaker's presentation and what they learned about careers for which knowledge of Spanish is useful. For example:
- Knowing Spanish will help me …
- I learned that …

MATERIALS

➢ Job/career Web sites, poster materials.

➢ Spanish-speaking guest speaker.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–3 personal and career opportunities

SPECIFIC OUTCOMES		SAMPLE TEACHING AND LEARNING ACTIVITIES
	Students will be able to:	
GC–3.1 the Spanish-speaking world and cultures	b. identify some places that they could visit where Spanish is spoken	➢ **Field Trip** Arrange for a field trip to a Latin-American or Spanish consulate, community centre, restaurant, store or festival. Prior to the field trip, have the students create a list of possible phrases that could be spoken in that specific setting. Afterwards, have the students check off the phrases that they heard on the trip and create a pamphlet for the place they visited, using details they remember or recorded. ➢ **Travel Brochures** Have the students create travel brochures about their dream holiday in a Spanish-speaking country, including pictures of the destination. Encourage the students to use factual information and photographs. ➢ **Brainstorm** Divide the class into two groups and have each group brainstorm some of the places that they could visit where Spanish is spoken. Include places in your community, Alberta, North America and the world. Share the results of the brainstorming as a class and create a wall display for the classroom. **Extension** Divide the students into groups. Have each group decide on a country to visit and research the country to create a list of reasons for why they want to go there. Have the groups present five reasons for their choices and indicate the country's location on a map.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–3 personal and career opportunities

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • identify some places that they could visit where Spanish is spoken?	
➢ **Rubric** Collaboratively create an outcome-based rubric with the students before going on a cultural field trip. Use the rubric to evaluate how well students are able to identify some places that they could visit where Spanish is spoken (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).	➢ Vocabulary checklist, poster materials, photos.
➢ **Rating Scale** Create an outcome-based rating scale and share it with students before they create travel brochures. Use the rating scale to assess how well students are able to identify some places that they could visit where Spanish is spoken (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).	➢ Internet, resource materials, printer, magazines, travel brochures.
➢ **Observation Checklist** Create an outcome-based checklist and share it with students before they brainstorm places where Spanish is spoken. Use the checklist to assess if students are able to identify some places that they could visit where Spanish is spoken (see sample blackline master in Appendix E: Observation Checklist).	➢ World map.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–3 personal and career opportunities

GC–3.2
cultural and linguistic diversity

SPECIFIC OUTCOMES *Students will be able to:*	SAMPLE TEACHING AND LEARNING ACTIVITIES
a. identify some careers for which knowledge of different languages and cultures is useful	➢ **Career Exploration** Have the students brainstorm jobs or careers for which they think a language other than English would be useful, and look through career booklets or the Internet for language-related careers (alis.gov.ab.ca). Have the students identify jobs in a variety of areas. For example: – hospitality – business – travel – manufacturing – science – food preparation/service – government. Have the students choose a career opportunity and write paragraphs in which they imagine themselves in that career. In the paragraphs, have them describe how they would use their knowledge of another language and/or culture. **Caution** Students should be monitored when they use the computer. ➢ **Guest Speaker and Interview** Invite the school counsellor or a guest speaker to discuss some careers for which knowledge of different languages and cultures is useful. Then have the students interview the guest speaker, a family member or community member to find out how knowing another language has helped that person in his or her career.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–3 personal and career opportunities

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • identify some careers for which knowledge of different languages and cultures is useful?	
➢ **Rating Scale** Create an outcome-based rating scale and share it with students before they write paragraphs on language-related career opportunities. Use the rating scale to assess how well students are able to identify some careers for which knowledge of different languages and cultures for useful (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).	➢ Career booklets, Web sites for jobs with language skills.
➢ **Learning Log** Have the students respond to the information given to them by the guest speaker or school counsellor regarding careers and the importance of languages. Encourage the students to reflect on what they may like to do in the future and how knowledge of different languages could help them.	➢ School counsellor or guest speaker.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–3 personal and career opportunities

SPECIFIC OUTCOMES		SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:		
GC–3.2 cultural and linguistic diversity	b. identify some countries where there is significant linguistic and cultural diversity	➢ **Culture in My Community** Have the students work as a class to create a cultural profile of their own community in which they indicate all of the different cultural groups that are represented; e.g., Spanish, Latin-American, Métis, French, Polish, Chinese, Irish, First Nations. If possible, have students bring in pictures, menus and brochures of the various stores, businesses, churches and community buildings that represent the different cultures. Also have the students review Canadian statistics related to cultural diversity. Create a wall display for the classroom. **Extension** Celebrate Canada's multiculturalism on Canada Day. Invite a variety of cultural groups to perform music and dance.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–3 personal and career opportunities

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- identify some countries where there is significant linguistic and cultural diversity?

➢ **Rating Scale**
Create an outcome-based rating scale and share it with students before they create a cultural profile of their community. Use the rating scale to assess how well students are able to identify some countries where there is significant linguistic and cultural diversity (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

MATERIALS

➢ Poster materials, photographs, cultural artifacts or regalia from the community, Statistics Canada Web site.

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Strategies

General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–1 language learning

SPECIFIC OUTCOMES *Students will be able to:*	SAMPLE TEACHING AND LEARNING ACTIVITIES
S–1.1 cognitive a. identify and use a variety of cognitive strategies to enhance language learning	➢ **Vocabulary Song** Encourage students to learn songs in order to remember vocabulary. For example, to the tune of "The More We Get Together": *Lo más que nos reunimos, reunimos, reunimos.* (The more we get together, together, together.) *Lo más que nos reunimos seremos felices.* (The more we get together, the happier we'll be.) Perform actions to match the words of the song. ➢ **Personal Dictionaries** Have the students create personal dictionaries, including words that are interesting or challenging to them. Encourage the students to associate new words to words they know in English or another language. **Extension** Teach the students to recognize word endings for verbs and adjectives. In their personal dictionaries, have the students group words by these spelling patterns.

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General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–1 language learning

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- identify and use a variety of cognitive strategies to enhance language learning?

➢ **Anecdotal Notes**
Observe the students as they sing the vocabulary song. Record anecdotal notes of how well they are able to identify and use a variety of cognitive strategies to enhance language learning; e.g., learn short rhymes or songs, incorporate new vocabulary, perform actions to match the words of a song (see sample blackline master in Appendix E: Anecdotal Notes).

➢ **Rating Scale**
Create an outcome-based rating scale and share it with students before they create personal dictionaries. Use the rating scale to assess how well students are able to identify and use a variety of cognitive strategies to enhance language learning; e.g., make personal dictionaries, group sets of words together with similar characteristics, look for patterns and relationships (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

MATERIALS

➢ Simple Spanish songs.

➢ Personal dictionaries.

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General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–1 language learning

SPECIFIC OUTCOMES *Students will be able to:*	SAMPLE TEACHING AND LEARNING ACTIVITIES
S–1.2 metacognitive a. identify and use a variety of metacognitive strategies to enhance language learning	➢ **Learning Log** At various stages of a lesson (i.e., before, during and after) have the students write about their learning in their learning logs, including such things as: Before beginning a unit or lesson: – What do I think I will learn? – What do I already know about the topic? – What do I hope we will do during this lesson? During the lesson: – What things have I enjoyed the most? – What things do I have trouble with or need to work on? – How can I improve? After the lesson: – What strategies did I use? – What things do I still need to work on? – How have I used what I learned outside of school? ➢ **Planning for Taking Notes** Write a brief factual paragraph in Spanish on the board. Inform students that they will be copying down the information into their notebooks and then checking their own work to determine how successful they were. Before students begin the activity, encourage them to identify a metacognitive strategy to use to ensure they copy the information correctly.

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General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–1 language learning

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- identify and use a variety of metacognitive strategies to enhance language learning?

➢ **Conferencing**
Conference with the students and ask questions to determine how well they are able to identify and use a variety of metacognitive strategies to enhance language learning; e.g., keep a Learning Log, reflect on learning tasks with the guidance of the teacher. Are they aware of their learning strategies and how well they are working for them? What works best before, during and after a lesson?

➢ **Self-assessment Rating Scale**
Create an outcome-based self-assessment rating scale and share it with students before they check their copied work for accuracy. Students use the rating scale to assess how well they are able to identify and use a variety of metacognitive strategies to enhance language learning; e.g., check copied writing for accuracy, make a plan in advance about how to approach a language learning task (see sample blackline master in Appendix E: Self-assessment Rating Scale).

MATERIALS

➢ None required.

➢ Brief paragraph in Spanish.

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General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–1 language learning

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. identify and use a variety of social and affective strategies to enhance language learning	➢ **Mental Imagery and Relaxation** Before a presentation or test, guide the students through relaxation exercises; e.g., deep breathing, visualization. Encourage the students to practise positive mental imagery and positive self-talk to motivate themselves and relax.
S–1.3 social/affective	➢ **Work Together to Interpret** Divide the students into groups and have them work together to interpret a short text in Spanish. Have each student in the group take a turn reading the text before they begin. Have the students summarize the text and present their summaries to the rest of the class.
	➢ **Rewarding Learning** Have the students brainstorm possible rewards they can provide themselves for achieving a set task or learning outcome. Have the students create a rewards list, and encourage and remind students to reward themselves when appropriate.
	➢ **Reporting** Post a simple text at the front of the room. Divide the students into groups and tell the students that they have to work together to read the text and summarize it. Have the groups discuss strategies for remembering the text; e.g., looking for key words. Students then take turns going to the front, reading a portion of the text, then returning to their team and reporting what they read. One team member records what has been recited after each portion. At the end of the activity, provide the students with the original text and have them compare it with their versions. Have the groups discuss how well their strategies worked and what they would do differently next time.

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General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–1 language learning

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- identify and use a variety of social and affective strategies to enhance language learning?

➢ **Learning Log**
Have the students reflect on their learning and how well they were able to identify and use a variety of social and affective strategies to enhance language learning; e.g., reduce anxiety by using mental techniques such as positive self-talk and humour. Have the students respond to their performances and if/how the strategies worked for them. What worked best? What will you try next time?

➢ **Anecdotal Notes**
Observe the students and note their willingness and ability to identify and use a variety of social and affective strategies to enhance language learning; e.g., work with others to interpret texts, initiate and maintain interaction with others. Look for evidence of their awareness of this as a learning strategy and record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

➢ **Observation Checklist**
Create an outcome-based checklist and share it with students prior to having them brainstorm. Use the checklist to assess how well students are able to identify and use a variety of social and affective strategies to enhance language learning; e.g., provide personal motivation by arranging your own rewards when successful (see sample blackline master in Appendix E: Observation Checklist).

➢ **Self-assessment Checklist**
Create an outcome-based self-assessment checklist and share it with students before they work together to summarize a text. Students use the checklist to determine if they are able to identify and use a variety of social and affective strategies to enhance language learning; e.g., work cooperatively with peers in small groups, participate in shared reading experiences (see sample blackline master in Appendix E: Self-assessment Checklist).

MATERIALS

➢ None required.

➢ Short text in Spanish.

➢ None required.

➢ Simple written text in Spanish.

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General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–2 language use

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
S–2.1 interactive a. identify and use a variety of interactive strategies	➢ **Conversing in Groups** Divide the students into small groups and ask them to have short conversations with each other on pets, hobbies and so on. Encourage the students to use strategies such as interpreting nonverbal clues (e.g., mime, pointing, smiling, nodding, raise eyebrows), asking for clarification or repetition, using circumlocution, or repeating part of what someone has said to confirm understanding. ➢ **Brainstorm and Class Chart** Invite the students to brainstorm a list of the qualities of a good listener and a good speaker. Have them identify specific strategies a good listener or good speaker might use. Write these qualities and strategies on a chart with accompanying illustrations or visual clues. Post the chart in the classroom for future reference. ➢ **Keep on Talking** Divide the students into pairs and have them speak in Spanish to one another for as long as possible without using any English words. Have the students use circumlocution (e.g., "the thing you hang the clothes on" for hanger), mime or point if they don't know the word, ask for clarification or repetition if they don't understand, and ask follow-up questions to check for understanding (e.g., Am I making sense?).

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General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–2 language use

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • identify and use a variety of interactive strategies?	
➢ **Peer-assessment Checklist** With the students, collaboratively create an outcome-based peer-assessment checklist before they converse in groups. Students use the checklist to determine how well students are able to identify and use a variety of interactive strategies; e.g., interpret and use a variety of nonverbal cues, ask for clarification or repetition (see sample blackline master in Appendix E: Peer-assessment Checklist).	➢ None required.
➢ **Self-assessment Rating Scale** Create an outcome-based self-assessment rating scale and share it with students prior to brainstorming. Students use the rating scale to assess how well they were able to identify and use a variety of interactive strategies; e.g., assess feedback from a conversation partner to recognize when a message has not been understood (see sample blackline master in Appendix E: Self-assessment Rating Scale).	➢ Chart paper, markers.
➢ **Anecdotal Notes** Observe the students as they attempt to keep talking for as long as possible and record anecdotal notes of the extent to which students are able to identify and use a variety of interactive strategies; e.g., indicate lack of understanding verbally or nonverbally, ask for clarification or repetition, and use a range of fillers, hesitation devices and gambits to sustain conversation. Indicate the context and date of your observations (see sample blackline master in Appendix E: Anecdotal Notes).	➢ None required.

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General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–2 language use

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
S–2.2 interpretive a. identify and use a variety of interpretive strategies	➢ **Preparing for Listening** Before a guest speaker comes to the classroom, have the students write down questions that they would like to learn the answers to. Encourage the students to use these questions to focus their listening. ➢ **Prediction** Before reading a text, have the students predict what it is about based on the title and illustrations. Before a guest speaker arrives, have the students make predictions about what they expect to hear based on what they already know about the topic. After reading a text or listening to a guest speaker, have the students reflect in their learning logs on the accuracy of their predictions. **Extension** When reading a story or magazine they do not understand, encourage the students to look at the pictures, the general context, the titles, subtitles and so on to aid comprehension. ➢ **Summarizing Text** Divide the students into groups and have them read a text and summarize it. The groups use strategies such as preparing questions to help them note information found in the text (e.g., 5Ws and 1H), looking for key words and rereading several times to improve understanding.

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General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–2 language use

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:
- identify and use a variety of interpretive strategies?

➢ **Self-assessment Checklist and Long-term Goal Setting**
Create an outcome-based self-assessment checklist and share it with students before they create guiding questions. Students use the checklist to determine if they are able to identify and use a variety of interpretive strategies; e.g., listen selectively based on purpose, prepare questions or a guide to note information in a text. Students set goals for future improvement and strategy use (see sample blackline master in Appendix E: Long-term Goal Setting).

➢ **Observation Checklist**
Create an outcome-based checklist and share it with students before they make predictions about what they are about to read or hear. Use the checklist to assess if students are able to identify and use a variety of interpretive strategies; e.g., make predictions about what you expect to hear or read based on prior knowledge or personal experience (see sample blackline master in Appendix E: Observation Checklist).

➢ **Anecdotal Notes**
Observe students as they work together to summarize the text. Record anecdotal notes of their ability to identify and use a variety of interpretive strategies; e.g., reread several times to understand complex ideas, summarize information gathered, look for key words (see sample blackline master in Appendix E: Anecdotal Notes).

MATERIALS

➢ Guest speaker.

➢ Spanish text or guest speaker.

➢ Spanish text.

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General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–2 language use

SPECIFIC OUTCOMES		SAMPLE TEACHING AND LEARNING ACTIVITIES
	Students will be able to:	
S–2.3 productive	a. identify and use a variety of productive strategies	➢ **Repeating a Pattern** Review various rhymes and songs that have repetitive sentence patterns. Read each line and have the students repeat it after you. Write the line on the board and have the students copy it. Complete an action for each line and have the students copy the action. Then have the students use the sentence patterns to create their own poems and songs. ➢ **The Writing Process** After viewing different examples of basic familiar fables or fairy tales, have the students create their own texts with illustrations following a chosen pattern. Have the students follow the writing process (prewriting, writing, revisions, correction and publication). Encourage the students to apply grammar rules to improve their texts and to avoid difficult structure by rephrasing.

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General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–2 language use

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- identify and use a variety of productive strategies?

➢ **Anecdotal Notes**
Observe the students as they say aloud, write and do the actions for the poems or songs. Record anecdotal notes of the extent to which students are able to identify and use a variety of productive strategies; e.g., copy or write what others say, mimic what the teacher says. Indicate the context and date of your observations (see sample blackline master in Appendix E: Anecdotal Notes).

➢ **Self-assessment Rating Scale**
Create an outcome-based self-assessment rating scale and share it with students before they write their own text. Students use the rating scale to assess how well they are able to identify and use a variety of productive strategies; e.g., be aware of and use the steps of the writing process, apply grammar rules to improve accuracy. Encourage the students to identify one thing they would do differently next time (see sample blackline master in Appendix E: Self-assessment Rating Scale).

MATERIALS

➢ Various rhymes and songs with repetitive patterns.

➢ Examples of familiar fables or fairy tales.

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General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–3 general learning

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
S–3.1 cognitive a. identify and use a variety of cognitive strategies to enhance general learning	➢ **Holidays Organizer** Have the students create a graphic organizer to visually represent holidays and festivals during the months of July and August in a Spanish-speaking country. Have the students group the holidays and festivals based on their characteristics; e.g., foods, theme, music. ➢ **Inquiry Process** Have the students research a topic and create a presentation. Before beginning their research, have the students write questions to guide their research; e.g., using a KWL chart (Appendix D: Graphic Organizers). Encourage the students to access and use a variety of information sources (e.g., libraries, the Internet, people in the community, professional organizations) to find the answers to their questions. ➢ **Picture Map** Have the students create picture maps of the various native animals and/or sea life in Spanish-speaking countries. Have them record this information by putting pictures of the animals and/or sea life on the map and including a brief description of the animals. For example: ***La Llama*** (The Llama) *Vive en los Andes.* (Lives in the Andes.) *Come yerba.* (Eats grass.) *¡Escuchen! ¡Cuidado!* (Listen! Be careful!) *La gente Andina usa su pelaje para hacer lana.* (The Andean people use its coat to make wool.)

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General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–3 general learning

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- identify and use a variety of cognitive strategies to enhance general learning?

➢ **Self-assessment Checklist**
Create an outcome-based self-assessment checklist and share it with students before they create their organizers. Students use the checklist to determine if they are able to identify and use a variety of cognitive strategies to enhance general learning; e.g., using a diagram or chart to make information easier to understand and remember, classify objects and ideas according to their attributes (see sample blackline master in Appendix E: Self-assessment Checklist).

➢ **Observation Checklist**
Create an outcome-based checklist and share it with students prior to them beginning their inquiries. Observe the students and note how well students are able to identify and use a variety of cognitive strategies to enhance general learning; e.g., formulate key questions to guide research, seek information through a network of sources (see sample blackline master in Appendix E: Observation Checklist).

➢ **Conferencing**
Meet with the students and discuss their ability to create a graphic representation to make information easier to understand and remember. Discuss their strengths and weaknesses and the strategies they used to complete the activity. How did these strategies work for them?

MATERIALS

➢ Reference material, Internet.

➢ Various resources.

➢ Maps of Spanish-speaking countries, various information sources, photos, scissors, glue or tape.

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General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–3 general learning

SPECIFIC OUTCOMES		SAMPLE TEACHING AND LEARNING ACTIVITIES
	Students will be able to:	
S–3.2 metacognitive	a. identify and use a variety of metacognitive strategies to enhance general learning	➢ **How Did I Do?** Before beginning an activity, have the students develop criteria for evaluating their own work. Have the students record their criteria and use them later to assess their finished work. ➢ **Planning for a Task** Before beginning a task, have the students plan the steps they will take to complete a task. For example, the students plan to visit a bilingual Kindergarten or Grade 1 class to present their play, dance or song. They record the different jobs that need to be done and who is responsible for completing them; e.g., making the backdrop, getting materials. Have the students record the plan in their learning logs and later check to see if they have followed their plan.

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General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–3 general learning

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- identify and use a variety of metacognitive strategies to enhance general learning?

➢ **Self-assessment Rating Scale**
Students create their own self-assessment rating scale to assess how well they are able to identify and use a variety of metacognitive strategies to enhance general learning; e.g., develop criteria for evaluating your own work, reflect on learning tasks (see sample blackline master in Appendix E: Self-assessment Rating Scale).

➢ **Learning Log**
Have the students reflect on how well they followed the steps and how their plans helped them complete the task. Students reflect on how well they were able to identify and use a variety of metacognitive strategies to enhance general learning. For example, make a plan in advance about how to approach a task:
- Did I follow the steps?
- Did following a plan help me be successful?
- Did I accomplish what I set out to do?

MATERIALS

➢ None required.

➢ None required.

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General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–3 general learning

SPECIFIC OUTCOMES *Students will be able to:*	SAMPLE TEACHING AND LEARNING ACTIVITIES
S–3.3 social/affective a. identify and use a variety of social and affective strategies to enhance general learning	➢ **Brainstorming for Group Work** Invite students to brainstorm words and phrases that would assist them to work cooperatively with other students. For example: – *Está bien.* (It's okay.) – *¡Lo puedes hacer!* (You can do it!) – *¡Ánimo!* (Come on!) Encourage the students to use these phrases when involved in group work. ➢ **Group Problem Solving** Have the students decide on projects to complete in small groups; e.g., designing board games for Kindergarten and Grade 1 classes, creating an advertisement for a product relating to a unit of study, opening a restaurant. Have the students make decisions on what materials they are going to use, the process involved in planning and so on. When they encounter an issue or problem, ask them to follow a simple problem-solving model to find a solution. Encourage the students to take risks, even though they might make mistakes. ➢ **Free Exploration** Provide a variety of resources (e.g., multimedia, newspaper, magazines, videos, books, brochures, audio recordings, comics) on a variety of topics, and allow the students to choose a topic of study and resources to support this study. Encourage the students to follow their own natural curiosity to choose a topic.

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General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–3 general learning

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • identify and use a variety of social and affective strategies to enhance general learning?	
➢ **Observation Checklist** Create an outcome-based checklist and share it with students prior to their brainstorming and group work. Use the checklist to assess how well students are able to identify and use a variety of social and affective strategies to enhance general learning; e.g., participate in group learning tasks, use support strategies to help peers persevere at learning tasks (see sample blackline master in Appendix E: Observation Checklist).	➢ None required.
➢ **Self-assessment Checklist** Create an outcome-based self-assessment checklist and share it with students before they work together in groups. Students use the checklist to determine how well they are able to identify and use a variety of social and affective strategies to enhance general learning; e.g., take part in group problem-solving processes, take risks (see sample blackline master in Appendix E: Self-assessment Checklist).	➢ Board game materials, art materials.
➢ **Anecdotal Notes** Observe the students as they explore and note their willingness to explore an interest in the topic chosen. Does their curiosity motivate their learning? Record anecdotal notes of the extent to which students are able to identify and use a variety of social and affective strategies; e.g., follow their natural curiosity and intrinsic motivation to learn, choose learning activities that enhance understanding and enjoyment (see sample blackline master in Appendix E: Anecdotal Notes).	➢ Materials on various topics.

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Appendix A: Specific Outcomes Chart

GRADE 4

A–1 to impart and receive information		**GRADE 4**
A–1.1 share factual information	a. share basic information; e.g., their name b. identify people, places and things	**NOTES:**
A–2 to express emotions and personal perspectives		**GRADE 4**
A–2.1 share ideas, thoughts, opinions, preferences	a. express simple preferences b. express a personal response; e.g., respond to a song or story	**NOTES:**
A–2.2 share emotions, feelings	a. respond to and express basic emotions and feelings	
A–3 to get things done		**GRADE 4**
A–3.1 guide actions of others	a. indicate basic needs and wants; e.g., using gestures b. give and respond to simple oral instructions or commands c. ask for permission	**NOTES:**
A–3.2 state personal actions	a. respond to offers, invitations and instructions b. ask or offer to do something; e.g., classroom tasks	

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A–3 to get things done (continued)		**GRADE 4**
A–3.3 manage group actions	a. manage turn taking b. encourage other group members to act appropriately	**NOTES:**
A–4 to form, maintain and change interpersonal relationships		**GRADE 4**
A–4.1 manage personal relationships	a. exchange greetings and farewells b. address a new acquaintance and introduce themselves c. exchange some basic personal information; e.g., name, age	**NOTES:**
A–5 to extend their knowledge of the world		**GRADE 4**
A–5.1 discover and explore	a. explore the immediate environment; e.g., use kinaesthetic, spatial and musical abilities	**NOTES:**
A–5.2 gather and organize information	a. gather simple information from a variety of sources b. organize items in different ways	
A–5.3 solve problems	a. experience problem-solving situations in the classroom	
A–5.4 explore opinions and values	a. listen attentively to the opinions expressed b. respond sensitively to the ideas and creations of others	

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A–6 for imaginative purposes and personal enjoyment		**GRADE 4**
A–6.1 humour/fun	a. use the language for fun	**NOTES:**
A–6.2 creative/aesthetic purposes	a. use the language creatively	
A–6.3 personal enjoyment	a. use the language for personal enjoyment	
LC–1 attend to form		**GRADE 4**
LC–1.1 phonology	a. pronounce some common words and phrases comprehensibly b. use intonation to express meaning	**NOTES:**
LC–1.2 orthography	a. name the letters of the Spanish alphabet b. relate letters to the sounds they commonly make c. write some words of personal significance	
LC–1.3 lexicon	a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields, including: • family • self • school • calendar • animals • any other lexical fields that meet their needs and interests	

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LC–1 attend to form (continued)		**GRADE 4**
LC–1.4 grammatical elements	a. use, in modelled situations,[1] the following grammatical elements: • descriptive adjectives: number and gender • *ser* (present tense) 1st, 2nd and 3rd person plural • subject pronouns: 1st, 2nd and 3rd person plural • common adverbs (classroom use): *hoy, mañana, aquí, allá, allí, muy* • commonly used regular verbs • *me/te/le gusta/gustan* • *hay* • possessive adjectives: *mi, mis, tu, tus, su, sus* b. use, in structured situations,[2] the following grammatical elements: • affirmative and interrogative sentences (1st, 2nd and 3rd person singular) for: – *tener/llamarse (Yo tengo nueve años.)* – *ir (Voy a la escuela.)* – *poder (¿Puedo ir al baño?)* – *querer (¿Quieres leer?)* • nouns: number and gender • definite articles: *el, la, los, las* • indefinite articles: *un, una, unos, unas* • subject pronouns: 1st, 2nd and 3rd person singular • *estar* (present tense) 1st, 2nd and 3rd person singular • *ser* (present tense) 1st, 2nd and 3rd person singular	**NOTES:**

1. Modelled Situations: This term is used to describe learning situations where a model of specific linguistic elements is consistently provided and immediately available. Students in such situations will have an emerging awareness of the linguistic elements and will be able to apply them in very limited situations. Limited fluency and confidence characterize student language.
2. Structured Situations: This term is used to describe learning situations where a familiar context for the use of specific linguistic elements is provided and students are guided in the use of these linguistic elements. Students in such situations will have increased awareness and emerging control of the linguistic elements and will be able to apply them in familiar contexts with teacher guidance. Student language is characterized by increasing fluency and confidence.

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LC–2 interpret and produce texts		**GRADE 4**
LC–2.1 aural interpretation	a. understand simple spoken sentences in guided situations	**NOTES:**
LC–2.2 oral production	a. produce simple oral words and phrases in guided situations	
LC–2.3 interactive fluency	a. engage in simple interactions, using short, isolated lexical phrases	
LC–2.4 written interpretation	a. understand simple written sentences in guided situations	
LC–2.5 written production	a. produce simple written words and phrases in guided situations	
LC–2.6 visual interpretation	a. derive meaning from visuals and other forms of nonverbal communication in guided situations	
LC–2.7 representation	a. use visuals and other forms of nonverbal communication to express meaning in guided situations	

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LC–3 apply knowledge of the sociocultural context		**GRADE 4**
LC–3.1 register	a. experience formal and informal situations b. respond to tone of voice	**NOTES:**
LC–3.2 idiomatic expressions	a. imitate age-appropriate idiomatic expressions	
LC–3.3 variations in language	a. experience a variety of voices	
LC–3.4 social conventions	a. imitate simple routine social interactions b. use basic social expressions appropriate to the classroom	
LC–3.5 nonverbal communication	a. understand the meaning of, and imitate, some common nonverbal behaviours	
LC–4 apply knowledge of how discourse is organized, structured and sequenced		**GRADE 4**
LC–4.1 cohesion/coherence	a. imitate speech that uses simple link words	**NOTES:**
LC–4.2 text forms	a. experience a variety of oral and written text forms	
LC–4.3 patterns of social interaction	a. respond using very simple social interaction patterns; e.g., question–answer, greeting–response	

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GC–1 historical and contemporary elements of the cultures of the Spanish-speaking world		**GRADE 4**
GC–1.1 accessing/analyzing cultural knowledge	a. participate in activities and experiences that reflect elements of the cultures of the Spanish-speaking world b. ask questions, using English, about cultural elements experienced in class	**NOTES:**
GC–1.2 knowledge of the cultures of the Spanish-speaking world	a. participate in activities and experiences that reflect elements of the cultures of the Spanish-speaking world	
GC–1.3 applying cultural knowledge	a. recognize elements of the cultures of the Spanish-speaking world in the classroom	
GC–1.4 diversity within the cultures of the Spanish-speaking world	a. experience diverse elements of the cultures of the Spanish-speaking world	
GC–1.5 valuing the cultures of the Spanish-speaking world	a. participate in cultural activities and experiences	
GC–2 affirming diversity		**GRADE 4**
GC–2.1 awareness of own language(s)	a. make connections between their own language(s) and Spanish	**NOTES:**

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GC–2 affirming diversity (continued)		**GRADE 4**
GC–2.2 general language knowledge	a. explore the variety of languages spoken by those around them b. identify similarities among words from different languages within their personal experience	**NOTES:**
GC–2.3 awareness of own culture	a. explore similarities between their own culture and other cultures	
GC–2.4 general cultural knowledge	a. participate in activities and experiences that reflect elements of different cultures	
GC–2.5 valuing diversity	a. work and play cooperatively with others who are different from themselves	
GC–2.6 intercultural skills	a. adapt to new situations	
GC–3 personal and career opportunities		**GRADE 4**
GC–3.1 the Spanish-speaking world and cultures	a. identify reasons for learning Spanish	**NOTES:**
GC–3.2 cultural and linguistic diversity	a. suggest some reasons for participating in activities and experiences that reflect elements of different cultures	

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S–1 language learning		**GRADE 4**
S–1.1 cognitive	a. use simple cognitive strategies, with guidance, to enhance language learning	**NOTES:**
S–1.2 metacognitive	a. use simple metacognitive strategies, with guidance, to enhance language learning	
S–1.3 social/ affective	a. use simple social and affective strategies, with guidance, to enhance language learning	
S–2 language use		**GRADE 4**
S–2.1 interactive	a. use simple interactive strategies, with guidance	**NOTES:**
S–2.2 interpretive	a. use simple interpretive strategies, with guidance	
S–2.3 productive	a. use simple productive strategies, with guidance	
S–3 general learning		**GRADE 4**
S–3.1 cognitive	a. use simple cognitive strategies, with guidance, to enhance general learning	**NOTES:**
S–3.2 metacognitive	a. use simple metacognitive strategies, with guidance, to enhance general learning	
S–3.3 social/ affective	a. use simple social and affective strategies, with guidance, to enhance general learning	

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GRADE 5

A–1 to impart and receive information		**GRADE 5**
A–1.1 share factual information	a. ask for and provide information; e.g., time, dates b. respond to simple, predictable questions c. describe people, places and things	**NOTES:**
A–2 to express emotions and personal perspectives		**GRADE 5**
A–2.1 share ideas, thoughts, opinions, preferences	a. identify favourite people, places or things; e.g., words or phrases, characters, illustrations in texts b. express a personal response to a variety of situations	**NOTES:**
A–2.2 share emotions, feelings	a. identify emotions and feelings; e.g., those portrayed in texts b. express and respond to a variety of emotions and feelings; e.g., love, sadness, surprise, fear	
A–3 to get things done		**GRADE 5**
A–3.1 guide actions of others	a. suggest a simple course of action, and respond to a suggestion b. make and respond to a variety of simple requests c. ask for, grant and deny permission	**NOTES:**
A–3.2 state personal actions	a. indicate choice from among several options b. express a wish or a desire to do something	
A–3.3 manage group actions	a. ask for help or for clarification of what is being said or done in the group b. suggest, initiate or direct action in group activities	

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A–4 to form, maintain and change interpersonal relationships		**GRADE 5**
A–4.1 manage personal relationships	a. initiate relationships; e.g., invite others to play b. apologize and refuse politely	**NOTES:**
A–5 to extend their knowledge of the world		**GRADE 5**
A–5.1 discover and explore	a. investigate the immediate environment b. make and talk about personal observations	**NOTES:**
A–5.2 gather and organize information	a. sequence items in different ways b. record and share personal knowledge of a topic	
A–5.3 solve problems	a. identify a problem and search for solutions b. choose from alternative solutions	
A–5.4 explore opinions and values	a. make connections between behaviour and values; e.g., in texts or role-play b. recognize and respect differences of opinion	
A–6 for imaginative purposes and personal enjoyment		**GRADE 5**
A–6.1 humour/ fun	a. use the language for fun	**NOTES:**
A–6.2 creative/aesthetic purposes	a. use the language creatively	
A–6.3 personal enjoyment	a. use the language for personal enjoyment	

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LC–1 attend to form		**GRADE 5**
LC–1.1 phonology	a. distinguish particular sounds of the language; e.g., rhyming words b. use comprehensible pronunciation, stress and intonation when producing familiar words or phrases	**NOTES:**
LC–1.2 orthography	a. copy familiar words, phrases and sentences b. recognize and name some elements of the writing system; e.g., accent marks	
LC–1.3 lexicon	a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields, including: • my home • my community • people around me • domestic and wild animals • games and songs • any other lexical fields that meet their needs and interests	

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LC–1 attend to form (continued)		**GRADE 5**
LC–1.4 grammatical elements	a. use, in modelled situations,[1] the following grammatical elements: • question words: [¿…?] *qué, cómo, dónde, por qué, cuándo* • prepositions • *ir, tener* (present tense) 1st, 2nd and 3rd person plural • *ser* (present tense) 1st, 2nd and 3rd person plural • regular *-ar* verbs (present tense all forms) • *nos, os, les, usta/gustan* • commonly used conjunctions • *estar* (present tense) 1st, 2nd and 3rd person plural • common adverbs (classroom use): *aquí, ahí, allá, allí* • subject pronouns: 1st, 2nd and 3rd person singular	**NOTES:**

1. Modelled Situations: This term is used to describe learning situations where a model of specific linguistic elements is consistently provided and immediately available. Students in such situations will have an emerging awareness of the linguistic elements and will be able to apply them in very limited situations. Limited fluency and confidence characterize student language.

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LC–1 attend to form (continued)		**GRADE 5**
LC–1.4 grammatical elements	b. use, in structured situations,[2] the following grammatical elements: • affirmative, negative and interrogative sentences (1st, 2nd and 3rd person singular and plural) • possessive adjectives: *mi, mis, tu, tus, su, sus* • *ser* (present tense) 1st, 2nd and 3rd person singular • *estar* (present tense) 1st, 2nd and 3rd person singular • *me/te/le gusta/gustan* • common adverbs (classroom use): *muy, hoy, mañana* • *hay* • *ir, tener* (present tense) 1st, 2nd and 3rd person singular • subject pronouns (all forms) • definite articles: *el, la, los, las* • indefinite articles: *un, una, unos, unas* • noun–adjective agreement: number and gender	**NOTES:**

2. Structured Situations: This term is used to describe learning situations where a familiar context for the use of specific linguistic elements is provided and students are guided in the use of these linguistic elements. Students in such situations will have increased awareness and emerging control of the linguistic elements and will be able to apply them in familiar contexts with teacher guidance. Student language is characterized by increasing fluency and confidence.

LC–2 interpret and produce texts		**GRADE 5**
LC–2.1 aural interpretation	a. understand short, simple oral texts in guided situations	**NOTES:**
LC–2.2 oral production	a. produce simple oral sentences in guided situations	

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LC–2 interpret and produce texts (continued)		**GRADE 5**
LC–2.3 interactive fluency	a. engage in simple interactions, using simple sentences	**NOTES:**
LC–2.4 written interpretation	a. understand short, simple written texts in guided situations	
LC–2.5 written production	a. produce simple written sentences in guided situations	
LC–2.6 visual interpretation	a. derive meaning from a variety of visuals and other forms of nonverbal communication in guided situations	
LC–2.7 representation	a. use a variety of visuals and other forms of nonverbal communication to express meaning in guided situations	
LC–3 apply knowledge of the sociocultural context		**GRADE 5**
LC–3.1 register	a. distinguish between formal and informal situations b. recognize that some topics, words or intonations are inappropriate in certain contexts	**NOTES:**
LC–3.2 idiomatic expressions	a. understand and use a variety of simple idiomatic expressions as set phrases	
LC–3.3 variations in language	a. acknowledge and accept individual differences in speech	

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LC–3 apply knowledge of the sociocultural context (continued)		**GRADE 5**
LC–3.4 social conventions	a. use basic conventions of courtesy b. use appropriate oral forms of address for people frequently encountered	**NOTES:**
LC–3.5 nonverbal communication	a. experiment with using some simple nonverbal means of communication b. recognize that some nonverbal behaviours may be inappropriate in certain contexts	
LC–4 apply knowledge of how discourse is organized, structured and sequenced		**GRADE 5**
LC–4.1 cohesion/coherence	a. sequence elements of a simple story, process or series of events b. link words or groups of words in simple ways; e.g., using words like *y*, *después*	**NOTES:**
LC–4.2 text forms	a. recognize some simple oral and written text forms; e.g., lists, letters, stories, songs	
LC–4.3 patterns of social interaction	a. initiate interactions and respond using simple social interaction patterns; e.g., request–acceptance/nonacceptance	
GC–1 historical and contemporary elements of the cultures of the Spanish-speaking world		**GRADE 5**
GC–1.1 accessing/analyzing cultural knowledge	a. make observations about the cultures b. seek out information about the cultures of the Spanish-speaking world from authentic sources	**NOTES:**

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GC–1 historical and contemporary elements of the cultures of the Spanish-speaking world (continued)		**GRADE 5**
GC–1.2 knowledge of the cultures of the Spanish-speaking world	a. participate in activities and experiences that reflect elements of the cultures of the Spanish-speaking world	**NOTES:**
GC–1.3 applying cultural knowledge	a. identify elements of the cultures of the Spanish-speaking world in the school and community	
GC–1.4 diversity within the cultures of the Spanish-speaking world	a. identify some elements that reflect diversity within the cultures of the Spanish-speaking world	
GC–1.5 valuing the cultures of the Spanish-speaking world	a. participate in cultural activities and experiences	
GC–2 affirming diversity		**GRADE 5**
GC–2.1 awareness of own language(s)	a. identify similarities between their own language(s) and Spanish	**NOTES:**

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GC–2 affirming diversity (continued)		**GRADE 5**
GC–2.2 general language knowledge	a. identify differences and similarities among writing systems from different languages within their personal experience b. describe ways that languages can be taught and learned	**NOTES:**
GC–2.3 awareness of own culture	a. recognize similarities between their own culture and other cultures b. make connections between individuals or situations in texts and their own personal experiences	
GC–2.4 general cultural knowledge	a. recognize that a variety of cultural practices are followed by their schoolmates and by different groups in their community b. recognize that culture is expressed through a variety of forms	
GC–2.5 valuing diversity	a. engage in activities that reflect different ways of doing things or other perspectives	
GC–2.6 intercultural skills	a. listen with attention to the opinions of others b. initiate and maintain new relationships	
GC–3 personal and career opportunities		**GRADE 5**
GC–3.1 the Spanish-speaking world and cultures	a. identify some personal uses they have made of their knowledge of Spanish and of the cultures of the Spanish-speaking world	**NOTES:**

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GC–3 personal and career opportunities (continued)		**GRADE 5**
GC–3.2 cultural and linguistic diversity	a. identify some personal uses they have made of their knowledge of different languages and cultures	**NOTES:**
S–1 language learning		**GRADE 5**
S–1.1 cognitive	a. use a variety of simple cognitive strategies, with guidance, to enhance language learning	**NOTES:**
S–1.2 metacognitive	a. use a variety of simple metacognitive strategies, with guidance, to enhance language learning	
S–1.3 social/affective	a. use a variety of simple social and affective strategies, with guidance, to enhance language learning	
S–2 language use		**GRADE 5**
S–2.1 interactive	a. use a variety of simple interactive strategies, with guidance	**NOTES:**
S–2.2 interpretive	a. use a variety of simple interpretive strategies, with guidance	
S–2.3 productive	a. use a variety of simple productive strategies, with guidance	

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S–3	**general learning**	**GRADE 5**
S–3.1 cognitive	a. use simple cognitive strategies to enhance general learning	**NOTES:**
S–3.2 metacognitive	a. use simple metacognitive strategies to enhance general learning	
S–3.3 social/affective	a. use simple social and affective strategies to enhance general learning	

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GRADE 6

A–1 to impart and receive information		**GRADE 6**
A–1.1 share factual information	a. describe people, places, things and series or sequences of events or actions	**NOTES:**
A–2 to express emotions and personal perspectives		**GRADE 6**
A–2.1 share ideas, thoughts, opinions, preferences	a. inquire about and express likes and dislikes b. record and share thoughts and ideas with others; e.g., keep a journal of ideas, favourite words and phrases	**NOTES:**
A–2.2 share emotions, feelings	a. inquire about, record and share personal experiences involving an emotion or a feeling	
A–3 to get things done		**GRADE 6**
A–3.1 guide actions of others	a. encourage or discourage others from a course of action b. give and follow a simple sequence of instructions; e.g., a series of steps to play a game	**NOTES:**
A–3.2 state personal actions	a. make an offer and an invitation, and respond to offers and invitations made by others b. inquire about and express ability and inability to do something	

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A–3 to get things done (continued)		**GRADE 6**
A–3.3 manage group actions	a. encourage other group members to participate b. assume a variety of roles and responsibilities as group members c. check for agreement and understanding d. express disagreement in an appropriate way	**NOTES:**
A–4 to form, maintain and change interpersonal relationships		**GRADE 6**
A–4.1 manage personal relationships	a. talk about themselves, and respond to the talk of others by showing attention and interest b. make and cancel social engagements in an appropriate manner	**NOTES:**
A–5 to extend their knowledge of the world		**GRADE 6**
A–5.1 discover and explore	a. explore alternative classification systems and criteria for categories b. discover relationships and patterns	**NOTES:**
A–5.2 gather and organize information	a. compare and contrast items in simple ways b. compose questions to guide research c. identify sources of information d. record observations	
A–5.3 solve problems	a. understand and use steps in a problem-solving process	
A–5.4 explore opinions and values	a. express their views on a variety of topics within their direct experience b. gather opinions on a topic within their direct experience; e.g., conduct an opinion poll among classmates or members of the community	

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A–6 for imaginative purposes and personal enjoyment		**GRADE 6**
A–6.1 humour/ fun	a. use the language for fun and to interpret simple humour	**NOTES:**
A–6.2 creative/aesthetic purposes	a. use the language creatively and for aesthetic purposes	
A–6.3 personal enjoyment	a. use the language for personal enjoyment	
LC–1 attend to form		**GRADE 6**
LC–1.1 phonology	a. recognize some critical sound distinctions that are important for meaning b. recognize some of the effects that intonation and stress have in different situations	**NOTES:**
LC–1.2 orthography	a. recognize and use some basic conventions of spelling and mechanics; e.g., capitalization, punctuation	
LC–1.3 lexicon	a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields, including: • food and nutrition • holidays and festivals • hobbies and pastimes • maps and places • transportation • any other lexical fields that meet their needs and interests	

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LC–1 attend to form (continued)		**GRADE 6**
LC–1.4 grammatical elements	a. use, in modelled situations,[1] the following grammatical elements: • possessive adjectives: *nuestro, nuestra, nuestros, nuestras, vuestro, vuestra, vuestros, vuestras* • regular *-er, -ir* verbs (present tense all forms) • question words: *cuál, cuáles, adónde, cuánto, cuántos, cuántas* • demonstrative adjectives: *ese, esos, esas, aquel, aquella, aquellos, aquellas* • demonstrative pronouns: *eso, aquello* • the use of *vosotros* b. use, in structured situations,[2] the following grammatical elements: • prepositions • *ser* (present tense) 1st, 2nd and 3rd person plural • *estar* (present tense) 1st, 2nd and 3rd person plural • common adverbs (classroom use): *muy, hoy, mañana* • affirmative, negative and interrogative sentences (all forms) • regular *-ar* verbs (present tense all forms)	**NOTES:**

1. Modelled Situations: This term is used to describe learning situations where a model of specific linguistic elements is consistently provided and immediately available. Students in such situations will have an emerging awareness of the linguistic elements and will be able to apply them in very limited situations. Limited fluency and confidence characterize student language.

2. Structured Situations: This term is used to describe learning situations where a familiar context for the use of specific linguistic elements is provided and students are guided in the use of these linguistic elements. Students in such situations will have increased awareness and emerging control of the linguistic elements and will be able to apply them in familiar contexts with teacher guidance. Student language is characterized by increasing fluency and confidence.

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LC–1 attend to form (continued)		**GRADE 6**
LC–1.4 grammatical elements	• demonstrative adjectives: *este, esta, estos, estas* • question words: [¿…?] *qué, cómo, dónde, por qué, cuándo* • *nos, os, les, usta/gustan* • *ir, tener* (present tense) 1st, 2nd and 3rd person plural c. use, independently and consistently,[3] the following grammatical elements: • *me/te/le gusta/gustan* • common adverbs (classroom use): *aquí, allá, allí, ahí, hoy, mañana* • commonly used regular *-ar* verbs (present tense) 1st, 2nd and 3rd person singular • *hay* • possessive adjectives: *mi, mis, tu, tus, su, sus* • nouns: number and gender • noun–adjective agreement: number and gender • indefinite articles: *un, una, unos, unas* • definite articles: *el, la, los, las* • subject pronouns: 1st, 2nd and 3rd person singular • commonly used coordinating conjunctions: *y, o, pero* • *ser* (present tense) 1st, 2nd and 3rd person singular • *estar* (present tense) 1st, 2nd and 3rd person singular • *ir, tener* (present tense) 1st, 2nd and 3rd person singular	**NOTES:**

3. Independently and Consistently: This term is used to describe learning situations where students use specific linguistic elements consistently in a variety of contexts with limited or no teacher guidance. Fluency and confidence characterize student language.

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LC–2 interpret and produce texts		**GRADE 6**
LC–2.1 aural interpretation	a. understand short, simple oral texts in guided and unguided situations	**NOTES:**
LC–2.2 oral production	a. produce short, simple oral texts in guided situations	
LC–2.3 interactive fluency	a. engage in a variety of simple interactions	
LC–2.4 written interpretation	a. understand short, simple written texts in guided and unguided situations	
LC–2.5 written production	a. produce short, simple written texts in guided situations	
LC–2.6 visual interpretation	a. derive meaning from some visual elements of a variety of media in guided and unguided situations	
LC–2.7 representation	a. express meaning through the use of some visual elements in a variety of media in guided and unguided situations	
LC–3 apply knowledge of the sociocultural context		**GRADE 6**
LC–3.1 register	a. experiment with and use informal language in familiar contexts	**NOTES:**
LC–3.2 idiomatic expressions	a. use learned idiomatic expressions to enhance communication	

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LC–3 apply knowledge of the sociocultural context (continued)		**GRADE 6**
LC–3.3 variations in language	a. experience a variety of accents, variations in speech and regional variations in language	**NOTES:**
LC–3.4 social conventions	a. recognize verbal behaviours that are considered impolite b. recognize simple social conventions in informal conversation	
LC–3.5 nonverbal communication	a. use appropriate nonverbal behaviours in a variety of familiar contexts	
LC–4 apply knowledge of how discourse is organized, structured and sequenced		**GRADE 6**
LC–4.1 cohesion/ coherence	a. link several sentences coherently b. use common conventions to structure texts	**NOTES:**
LC–4.2 text forms	a. use some simple text forms in their own productions	
LC–4.3 patterns of social interaction	a. use simple conventions to open and close conversations and to manage turn taking	
GC–1 historical and contemporary elements of the cultures of the Spanish-speaking world		**GRADE 6**
GC–1.1 accessing/analyzing cultural knowledge	a. compare some elements of the cultures of the Spanish-speaking world to their own culture	**NOTES:**

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GC–1 historical and contemporary elements of the cultures of the Spanish-speaking world (continued)		**GRADE 6**
GC–1.2 knowledge of the cultures of the Spanish-speaking world	a. explore some elements of the cultures of the Spanish-speaking world b. identify some aspects they have in common with people their own age who live in the cultures of the Spanish-speaking world	**NOTES:**
GC–1.3 applying cultural knowledge	a. identify similarities and differences between the cultures of the Spanish-speaking world and their own culture b. interpret similarities and differences between the cultures of the Spanish-speaking world and their own culture	
GC–1.4 diversity within the cultures of the Spanish-speaking world	a. identify similarities and differences among diverse groups within the cultures of the Spanish-speaking world b. interpret similarities and differences among diverse groups within the cultures of the Spanish-speaking world	
GC–1.5 valuing the cultures of the Spanish-speaking world	a. identify similarities between themselves and people of the cultures of the Spanish-speaking world b. express an interest in finding out about people their own age who speak Spanish	

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GC–2 affirming diversity		**GRADE 6**
GC–2.1 awareness of own language(s)	a. identify similarities between their own language(s) and Spanish	**NOTES:**
GC–2.2 general language knowledge	a. recognize that in any language there are different words for the same thing	
GC–2.3 awareness of own culture	a. recognize and identify similarities and differences between their own culture and other cultures	
GC–2.4 general cultural knowledge	a. recognize that speakers of the same language may come from different cultural backgrounds b. recognize some of the factors that affect the culture of a particular region	
GC–2.5 valuing diversity	a. engage in activities that reflect different ways of doing things or other perspectives b. identify the limitations of adopting a single perspective	
GC–2.6 intercultural skills	a. reflect on their actions and the consequences of their actions for others b. explore how their perspective is shaped by a variety of factors	

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GC–3 personal and career opportunities		**GRADE 6**
GC–3.1 the Spanish-speaking world and cultures	a. identify some careers for which knowledge of Spanish is useful b. identify some places that they could visit where Spanish is spoken	**NOTES:**
GC–3.2 cultural and linguistic diversity	a. identify some careers for which knowledge of different languages and cultures is useful b. identify some countries where there is significant linguistic and cultural diversity	
S–1 language learning		**GRADE 6**
S–1.1 cognitive	a. identify and use a variety of cognitive strategies to enhance language learning	**NOTES:**
S–1.2 metacognitive	a. identify and use a variety of metacognitive strategies to enhance language learning	
S–1.3 social/ affective	a. identify and use a variety of social and affective strategies to enhance language learning	
S–2 language use		**GRADE 6**
S–2.1 interactive	a. identify and use a variety of interactive strategies	**NOTES:**
S–2.2 interpretive	a. identify and use a variety of interpretive strategies	
S–2.3 productive	a. identify and use a variety of productive strategies	

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S–3 general learning		**GRADE 6**
S–3.1 cognitive	a. identify and use a variety of cognitive strategies to enhance general learning	**NOTES:**
S–3.2 metacognitive	a. identify and use a variety of metacognitive strategies to enhance general learning	
S–3.3 social/ affective	a. identify and use a variety of social and affective strategies to enhance general learning	

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Appendix B: Vocabulary and Classroom Expressions

Please note that the vocabulary and expressions listed here are suggestions compiled through consultation with teachers. This list should not be considered mandatory or exhaustive.

Los Adjetivos	Adjectives
grande	big
corto	short
pequeño	small/little
largo	tall
Los Animales	**Animals**
el oso	bear
el castor	beaver
el bisonte/búfalo	bison/buffalo
el reno	caribou
el gato	cat
la ardilla listada	chipmunk
la vaca	cow
el coyote	coyote
el ciervo/la venado	deer
el perro	dog
el pato	duck
el alce	elk
el zorro	fox
la cabra	goat
el ganso	goose
la gallina	hen
el caballo	horse
la marmota	marmot
el alce	moose
la cabra montesa	mountain goat

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Los Animales (continued)	**Animals** (continued)
el ratón	mouse
la ballena	whale
la nutria	otter
el cerdo	pig
el puerco espín	porcupine
el conejo	rabbit
el mapache	raccoon
el gallo	rooster
la foca	seal
la oveja	sheep
el zorrillo	skunk
la ardilla	squirrel
el pavo	turkey
la morsa	walrus
el lobo	wolf
Las Partes Del Cuerpo	**Body Parts**
el tobillo	ankle
el brazo	arm
la espalda	back
las nalgas	buttocks
la mejillas	cheek
el pecho	chest
el mentón, la barbilla	chin
la oreja	ear
el codo	elbow
la ceja	eyebrow
las pestañas	eyelash
los ojos	eyes
el rostro/la cara	face
el dedo	finger

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Las Partes Del Cuerpo (continued)	**Body Parts** (continued)
la uña	fingernail
el pie	foot
la frente	forehead
el cabello/el pelo	hair
la mano	hand
la cabeza	head
el talón	heel
las caderas	hips
la rodilla	knee
la pierna	leg
los labios	lips
la boca	mouth
el cuello	neck
la nariz	nose
la espinilla	shin
el hombro	shoulder
los dientes	teeth
el pulgar	thumb
el dedo del pie	toe
el torso	torso
el tronco	trunk
la muñeca	wrist
El Calendario	**Calendar**
Los Meses	**Months**
enero	January
febrero	February
marzo	March
abril	April
mayo	May

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Los Meses (continued)	**Months** (continued)
junio	June
julio	July
agosto	August
septiembre	September
octubre	October
noviembre	November
diciembre	December
Días De La Semana	**Days of the Week**
domingo	Sunday
lunes	Monday
martes	Tuesday
miércoles	Wednesday
jueves	Thursday
viernes	Friday
sábado	Saturday
Las Estaciones	**Seasons**
la primavera	spring
el verano	summer
el otoño	autumn
el invierno	winter
La Sala De Clase	**Classroom**
el acuario	aquarium
el atlas	atlas
la pizarra	blackboard
el libro	book
la calculadora	calculator
la silla	chair
la tiza	chalk

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La Sala De Clase (continued)	**Classroom** (continued)
el reloj (de pared), el despertador	clock
los corchetes o broches del abrigo	coat hooks
los lápices de colores	coloured pencils
la computadra	computer
el crayón	crayon
el armario	cupboards
la mesa de trabajo/el escritorio	desk
el diccionario	dictionary
la puerta	door
la goma de borrar	eraser
la carpeta	file folder
el archivador	filing cabinet
la bandera	flag
el basurero	garbage can/bin
el globo terrestre	globe
el pegamento	glue
el casillero	locker
los marcadores, los rotuladores	markers
el cuaderno	notebook
el papel	paper
el bolígrafo	pen
el lápiz	pencil
el estuche	pencil case
el sacapuntas	pencil sharpener
la regla	ruler
las tijeras	scissors
el estante	shelf
el fregadero	sink
la estudiante	student

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La Sala De Clase (continued)	**Classroom** (continued)
la mesa de estudiante	student desk
la grabadora	tape recorder
la profesora	teacher (female) – secondary
el profesor	teacher (male) – secondary
el maestro	teacher (male) – primary
la maestra	teacher (female) – primary
la televisión	television
el aparato de video	VCR or DVD player
la papelera, el cesto de basura	wastebasket
las ventanas	windows
el mapa del mundo	world map
La Ropa	**Clothing**
la mochila	backpack
el bañador	bathing suit
el traje de baño	bathing suit
el cinturón	belt
la blusa	blouse
las botas	boots
la gorra	cap/hat
el abrigo	coat
la chaqueta	coat, jacket, blazer
el vestido	dress
las gafas	glasses
los anteojos	glasses
el sombrero	hat
la bata	housecoat
la chaqueta	jacket
los vaqueros	jeans
los zapatos de deporte	sneakers/runners
la ropa de deporte	jogging suit
los manoplas, los guantes	mittens, gloves

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La Ropa (continued)	**Clothing** (continued)
el abrigo	overcoat, topcoat
los pantalones	pants
el bolsillo	pocket
el monedero/la bolsa	purse
el pijama	pyjamas
la gabardina	raincoat
el impermeable	raincoat
las sandalias	sandals
la bufanda, el pañuelo, el fular	scarf
la camisa	shirt
los zapatos	shoes
los pantalones cortos	shorts
el traje de esquí	ski suit and touque
la falda	skirt
las zapatillas (de casa)	slippers
los calcetines	socks
el traje	suit
el suéter	sweater
el jersey	sweater
pollera, playera, camiseta	T-shirt
la corbata	tie
el paragüas	umbrella
la ropa interior	underwear
la cartera, la billetera	wallet
el reloj de pulsera	watch
La Familia	**Family**
la tía	aunt
el hermano	brother
la prima	cousin (female)
el primo	cousin (male)
la hija	daughter

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La Familia (continued)	**Family** (continued)
el papá/el padre	father
la abuela	grandmother
el abuelo	grandfather
la mamá/la madre	mother
la hermana	sister
el hijo	son
el tío	uncle
Los Alimentos	**Food**
la manzana	apple
la banana, el plátano	banana
el pan	bread
la mantequilla	butter
el pastel	cake
la zanahoria	carrot
los cereales	cereals
el queso	cheese
el pollo	chicken
el café	coffee
el maíz	corn
los postres	desserts
los huevos	eggs
el pescado	fish
las patatas fritas, las papas fritas	French fries
las frutas	fruits
las uvas	grapes
el jamón	ham
el helado	ice cream
la carne	meat
la leche	milk
la naranja	orange

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Los Alimentos (continued)	**Food** (continued)
jugo de naranga	orange juice
el melocotón	peach
los guisantes	peas
la piña	pineapple
la patata, la papa	potato
las papitas fritas, las papas fritas	potato chips
la sal y la pimienta	salt and pepper
el bocadillo, el sandwich	sandwich
las salchichas	sausage
el filete, el bistec	steak
la fresa	strawberry
el té	tea
el tomato	tomato
las verduras	vegetables
En La Casa	**Home**
primer piso	1st floor
el ático, el desván	attic
el balcón	balcony
sótano	basement
el baño	bathroom
la bañera	bathtub
la cama	bed
la habitación, el dormitorio, la recamara	bedroom
la terraza	deck
el comedor	dining room
el portal	entryway
la nevera, el refrigerador	fridge
garaje	garage

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En La Casa (continued)	**Home** (continued)
el vestibule	hall
el corridor, el pasillo	hallway
la cocina	kitchen
la lámpara	lamp
el lavadero/la lavandería	laundry room
el salón, la sala	living room
el horno	oven
la ducha	shower
el fregadero	sink
el jabón	soap
el sofá, el sillón	sofa
las escaleras	stairways
la estufa	stove
el lavabo	toilet
el patio	yard, patio, backyard, courtyard
La Gente/Los Empleos	**People Around Me (Jobs)**
el/la artista	artist, performer
el/la deportista	athlete
el/la carpintero(a)	carpenter
el/la cajero(a)	cashier
el/la medico(a)	doctor
el/la conductor(a)	driver
al/la maestro(a)	elementary teacher
el/la bombero(a)	firefighter
la/el enfermera(o)	nurse
el/la fontanero(a)	plumber
el/la policia	police officer
el/la cartero(a)	letter carrier
el/la dependieute	sales person

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La Gente/Los Empleos (continued)	**People Around Me (Jobs)** (continued)
el/la tendero(a)	shop owner
el/la professor(a)	teacher
el/la camarero(a)	waitress
el/la veterinario(a)	veterinarian
el/la abogado(a)	lawyer
el/la dentista	dentist
el actor/la actriz	actor/actress
el ingeniero	engineer
Las Actividades	**Leisure Activities**
el béisbol	baseball
el baloncesto/el básquetbol	basketball
damas	checkers
ajedrez	chess
coleccionar	collecting cards
hacer malabarismo	juggling
saltar a la comba	jump rope
jugar a las cartas	playing cards
jugar con juguetes	playing with toys
correr	run
el fútbol	soccer
nadar	swimming
el voleibol, el volibol	volleyball
La Escuela	**School**
la mochila	backpack
el salón/la sala de clase	classroom
el gimnasio	gymnasium
el pasillo, corredor	hallway, corridor

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La Escuela (continued)	**School** (continued)
la biblioteca	library
el mapa	map
el salón de música	music room
la oficina	office
el cartel	poster
la mesa	table
el baño	washroom, bathroom
Los Partes Del Día	**Time of Day**
la mañana	morning
mediodía	noon
la tarde	afternoon, evening
la noche	night, nighttime
El Tiempo	**Weather**
Hace frío.	It is cold.
Hace calor.	It is hot.
Está lloviendo.	It is raining.
Está nevando.	It is snowing.
Hace sol.	It is sunny.
Hace mucho frío.	It is very cold.
Hace mucho calor.	It is very hot.
Hace viento.	It is windy.
Truena.	It is thundering.
Está nublado.	It is cloudy/foggy.
Hace muy buen tiempo.	The weather is nice.
Hace mal tiempo.	The weather is not nice.
Los Verbos	**Verbs**
preguntar (por algo)	to ask (for something)
estar	to be
ser	to be

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Los Verbos (continued)	**Verbs** (continued)
comprar	to buy
llamar	to call/to beckon
elegir	to choose
cerrar algo	to close something
contar	to count/to tell
gritar, llorar	to cry
cortar	to cut
bailar	to dance
hacer	to do, to make
dibujar	to draw
beber	to drink
comer	to eat
entrar en (p.e. una habitación)	to enter (i.e., a room)
caer	to fall
buscar, encontrar	to find
levantarse	to get up/to arise
dar	to give
ir	to go
bajar (p.e. escaleras)	to go down (i.e., stairs)
salir (p.e. de una habitación)	to go out (i.e., of a room)
subir (p.e. escaleras)	to go up (i.e., stairs)
saltar	to jump
aprender	to learn
gustar, amar a alguien o algo	to like, love someone, something
escuchar	to listen to
mirar	to look at
mirar (p.e. la TV)	to look at, watch (i.e., TV)
buscar	to look for
amar	to love
abrir algo	to open something
jugar	to play

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Los Verbos (continued)	**Verbs** (continued)
tocar	to play, to touch
practicar	to practise
poner o colocar algo (libro en la estantería)	to put or place something (book on a shelf, paper on a desk)
poner	to put, to lay
leer	to read
correr	to run
cantar	to sing
sentarse	to sit
dormir	to sleep
estudiar	to study
nadar	to swim
hablar	to talk, speak
pensar	to think
caminar	to walk
pasear	to walk
llevar (una prenda, un sombrero)	to wear (clothing—hat, etc.) to carry, to take
trabajar	to work
escribir	to write

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Classroom Commands

Spanish Singular	English Singular	Spanish Plural	English Plural
Ven aquí.	Come here.	Vengan aquí.	Come here.
Mira el pizarrón.	Look at the blackboard.	Miren el pizarrón.	Look at the blackboard.
Levanta la mano.	Raise your hand.	Levanten las manos.	Raise your hands.
Baja la mano.	Lower your hand.	Bajen las manos.	Lower your hands.
Abre tu libro.	Open your book.	Abran sus libros.	Open your books.
Escribe tu nombre.	Write your name.	Escriban sus nombres.	Write your names.
Haz un dibujo.	Make a drawing.	Hagan un dibujo.	Make a drawing.
Cierra tu libro.	Close your book.	Cierren sus libros.	Close your books.
Saca tu libro.	Take your book out.	Saquen sus libros.	Take out your books.
Levántate.	Stand up.	Levántense.	Stand up.
Siéntate.	Sit down.	Siéntense.	Sit down.
Escucha.	Listen.	Escuchen.	Listen.
Da vuelta a la página.	Turn the page.	Den vuelta a las páginas.	Turn the pages.
Forma una fila.	Line up.	Formen una fila.	Line up.
Limpia tu pupitre.	Clean up your desk.	Limpien sus pupitres.	Clean up your desk.
Limpia el piso (suelo).	Clean the floor.	Limpien el piso (suelo).	Clean the floor.
Párate.	Stop.	Párense.	Stop.

Classroom Expressions

Los frases	Phrases
¿Permítame ir al baño por favor?	May I go to the bathroom?
¿Permítame ir a tomar agua por favor?	May I go get a drink of water?
¿Permítame sacar punta a mí lápiz?	May I sharpen my pencil?
Busca la página número _____.	Look for the page number _____.
Busquen las páginas números ____.	Look for the page numbers _____.
Con permiso/Disculpe.	Excuse me.
¿Cómo se dice _____ en español?	How do you say _____ in Spanish?
¿ Cómo se escribe _____?	How do you write _____?
Lo siento/disculpe.	I am sorry.
Perdón.	Pardon me.
No lo sé.	I don't know (it).
No recuerdo./No me acuerdo.	I don't remember.
No comprendo./No entiendo.	I don't understand.
Tengo un problema.	I have a problem.
Necesito _____. (e.g., ayuda, algo)	I need _____. (e.g., help, something)
¿Puedo interrumpir?	May I interrupt?
Repita, por favor.	Repeat that, please.
Despacio, por favor.	Slow down, please.
¿Qué necesita?	What do you need?
¿Qué quiere decir _____?	What does _____ mean?
¿Puedo ir al baño por favor?	Can I go to the bathroom?
¿Puedo ir a tomar agua por favor?	Can I get a drink of water?
¿Puedo sacar punta a mí lápiz?	Can I sharpen my pencil?
Se me olvido.	I forgot.

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Idioms

Cantar de plano.	(To sing clearly.) To spill the beans.
Venir con músicas (cuentos). (e.g., ¡No me venges con cuentos!)	(To come with music.) To tell tall tales.
Un viento del mil demonios.	(A wind of a thousand demons.) A howling gale.
Parecerse como dos gotas de agua.	(To look like two drops of water.) To be like two peas in a pod.
Estar entre dos aguas.	(To be between two waters.) To be undecided.
El mundo es un pañuelo.	(The world is a handkerchief.) It's a small world.
Todo va viento en popa.	(Everything goes wind at the stern.) All is going well/sailing smoothly.
Estar en las nubes.	(To be in the clouds.) To be daydreaming.
Tener el toro por los cuernos.	(To have the bull by the horns.)
Estar entre la espada y la pared.	(To be between the sword and the wall.) To be caught between a rock and a hard place.
Tener la sartén por el mango.	(To have the frying pan by the handle.) To run the show.
Caer chuzos (de punta).	(To rain sharp-pointed spears.) To rain cats and dogs.

Idioms (continued)

Ir al grano.	(To go to the seed.) To get to the point.
Poner toda la carne en el asador.	(To put all the meat on the spit.) To put all your eggs in one basket.
Tomarle el pelo a uno No me tomes el pelo.	(To pull someone's hair.) To pull someone's leg.
Cuando las ranas críen pelo.	(When frogs grow hair.) When pigs fly.
Acostarse con las gallinas.	(To go to bed with the hens.) To go to bed very early.

Proverbs

Haz lo que yo digo y no lo que yo hago.	(Do what I say and not what I do.) Do as I say, not as I do.
A lo hecho, pecho.	What's done is done.
De tal palo, tal astilla.	(From such wood, such splinters.) Like father, like son.
Nunca es tarde para aprender.	(It's never too late to learn.) You're never too old to learn.
El saber no ocupa lugar.	(Knowledge does not occupy space.) Knowledge is power.
A mal tiempo buena cara.	(To bad weather, good face.) Keep your chin up.

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Proverbs (continued)

Donde una puerta se cierra, una ventana se abre.	(Where one door closes, another one opens.) When one door shuts, another opens.
Más vale tarde que nunca.	(Later is more valuable than never.) Better late than never.
Del dicho al hecho hay largo trecho.	(From said to done there is a long way.) Easier said than done.
La mejor medicina es la buena comida.	(The best medicine is a good food.) An apple a day keeps the doctor away.
Borrón y cuenta nueva.	(Clean slate.)
Al que madruga Dios le ayuda.	(God helps the one who gets up early.) The early bird catches the worm.

Appendix C: Planning Tools

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Instructional Planning Guide

As you design a learning activity, consider students' individual needs and learning profiles to determine the accommodations, modifications and adaptations that will be necessary for success.

⊙ Outcomes

Determine the outcomes that students can reasonably accomplish.

- ❑ Select fewer outcomes, partial outcomes or outcomes from a different grade level if necessary.

Determine what the students will be able to demonstrate as a result of this learning activity.

- ❑ Consider the accommodations, modifications and adaptations necessary to ensure student success in achieving all or part of the outcomes.

⊙ Learning Activities

Select appropriate instructional strategies and learning activities that will create opportunities for students to successfully achieve the target outcomes.

- ❑ Decide how students will apply their learning.
- ❑ Ensure opportunities for students to use different learning modalities; e.g., visual, auditory.
- ❑ Present and support key concepts and instructions using demonstration, oral and written steps and exemplars of completed assignments.
- ❑ Break down assignments or tasks into smaller, more manageable parts.
- ❑ Give clear, concrete instructions and:
 - ___ provide a visual reference of the sequence of key steps in completing the assignment
 - ___ provide a checklist of assignment parts for students to mark as tasks are completed
 - ___ support written instructions with picture prompts or highlight directions using a colour-coding system
 - ___ record directions or lectures for playback
 - ___ repeat instructions
 - ___ have students recall instructions in sequence.
- ❑ Model and demonstrate to promote understanding of directions.
- ❑ Check in with students regularly to check task understanding and to provide feedback and clarification on specific aspects of the assignment.
- ❑ Highlight key points of the lesson orally and visually.
- ❑ Select extension activities that will reinforce and extend learning.
- ❑ Write assignments and homework on chart paper or the board. Ensure that students write down assignments in their agendas.
- ❑ Help students stay on task by employing a cueing strategy.

Identify the key concepts of the learning activity.

- ❑ Consider how the activity has been designed to motivate and engage student interest.
- ❑ Determine how to present an overview of the learning activity.
- ❑ Ensure that the learning activity provides opportunities for students to relate the key concepts to their own experiences or understanding.
- ❑ Build in opportunities to make connections between what the students know and what they are learning.

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Consider how the students will be organized for instruction and the type of groupings that will be most effective (partner, small group, large group).

- ❑ Use flexible grouping to determine the best fit for a particular activity. Decisions about grouping students may be based on different factors depending on the end goal, such as learning profile, interest, readiness or need.

⊙ Learning Environment

Consider the classroom environment and individual student work spaces.

- ❑ Provide a quiet work station like a study carrel in a corner of the classroom.
- ❑ Plan seating arrangements for students with attention issues based on traffic patterns and overt distractions; e.g., windows, door, hallway, computer.
- ❑ Partner students with a peer for support and guidance.

⊙ Resources

Decide on the resources that will be used for the learning activity, including oral, print, media texts and community resources.

- ❑ Locate necessary materials and resources to support different reading levels, learning styles and student needs.
- ❑ Consider using graphic organizers to present information.

Prepare resources to assist students with learning difficulties.

- ❑ Rewrite materials at a lower reading level.
- ❑ Provide a graphic organizer for note taking; e.g., cloze style.
- ❑ Highlight passages of text.
- ❑ Reformat handouts and tests as necessary; e.g., provide lines for written responses, put one question per page, rewrite questions or information at a lower reading level, enlarge print and spacing between lines of print.
- ❑ Identify Web-based supports; e.g., simulations.

Ensure that students have the assistive tools and devices to support their learning styles or needs, for example:

___ highlighters, calculators, sticky notes, rulers, markers, erasable pens, adapted scissors, graph paper, special lined paper, pencil grip, date/number line taped to desk
___ a copy of the lecture notes
___ enlarged or reduced text
___ scribe
___ audio recordings
___ picture prompts
___ manipulatives
___ overlays
___ computers

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⊙ Assessment

Decide what evidence will show whether the students have achieved the outcomes.

Determine the best way for students to demonstrate their learning.

- ❑ Provide assessment options for students to "show what they know."

Make necessary preparations for alternative testing procedures, resources and materials.

- ❑ Does the student need:
 - ___ an audio recording of the test
 - ___ a scribe to write down his or her ideas or answers
 - ___ the test questions read aloud
 - ___ a time extension
 - ___ fewer questions?

Determine the focus of the assessment for evaluation purposes.

For example, if you are evaluating students on their understanding of the content, do not penalize for spelling errors or missing punctuation.

Select or develop rubrics, exemplars and checklists to support student evaluation.

Provide immediate, specific and constructive feedback.

- ❑ Emphasize the quality of work and perseverance rather than quantity.

Provide opportunities for student self-reflection and self-evaluation.

- ❑ Consider necessary alternate assessment options to accommodate different learning styles, interests or strengths.
- ❑ Share assignment criteria lists, checklists, standards and exemplars with students.

⊙ Time line

Record important assignments and text due dates on a master calendar and have students write these dates in their agendas.

- ❑ Show students how to plan for longer assignments by using a calendar.
- ❑ Show students how to study for an upcoming test.
- ❑ Provide students with a study guide of important skills and concepts.

Consider the pace of the learning activity and the needs of the students.

- ❑ Consider ways to change the pace and allow students to focus on the task for more condensed periods of time, if necessary.
- ❑ Prepare an assignment summary with task increments and time line to guide student's completion of the assignment. Provide time warnings for task completion.
- ❑ Extend deadlines for those students who require more time to complete assignments.

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Year Plan

Grade(s): _____ **School Year:** _____ **Teacher(s):** _____

	September	October	November	December	January
Unit(s)					
Specific Outcomes					
Major Teaching and Learning Activities					
Resources					
Assessment and Evaluation					

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Year Plan

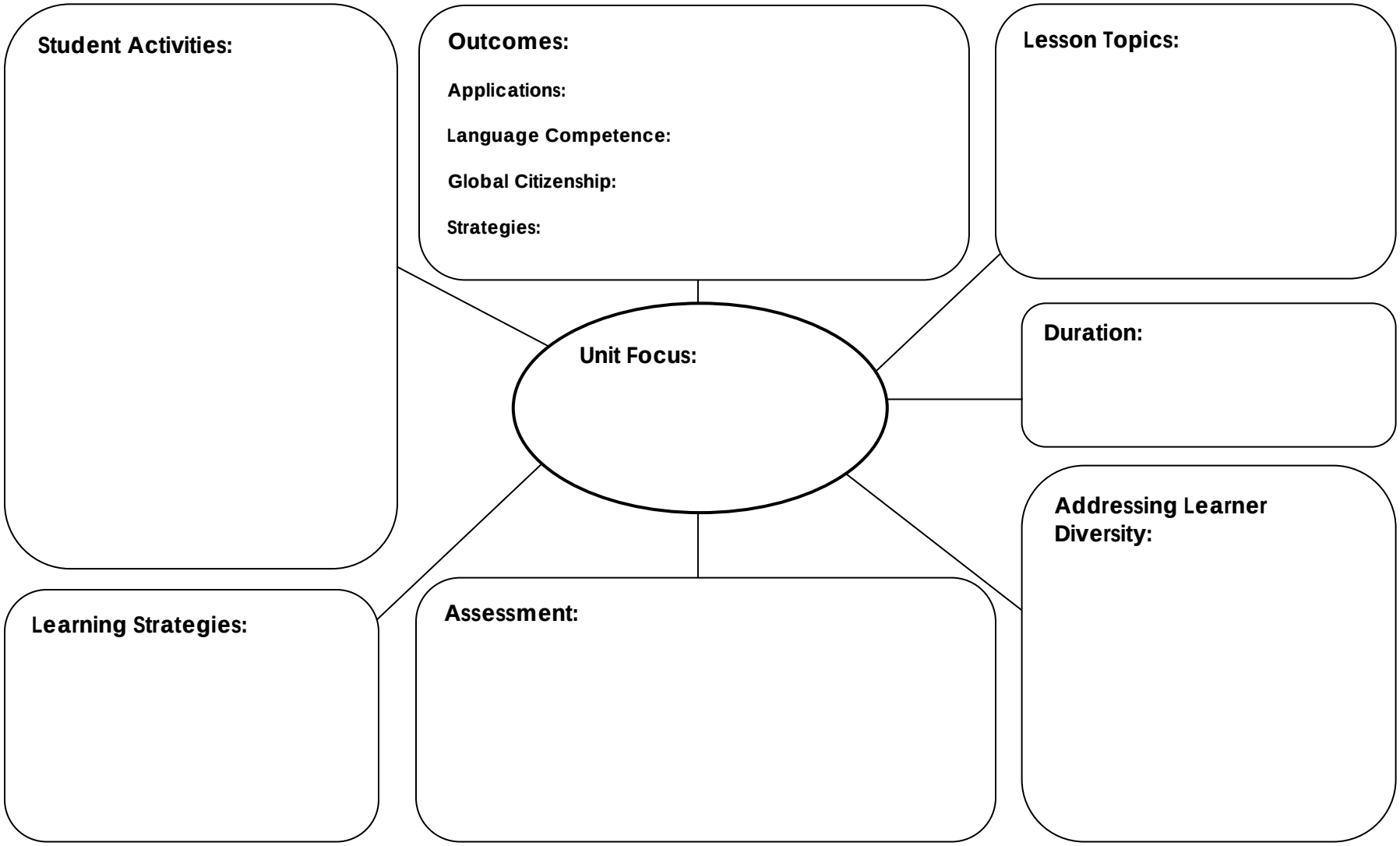
Grade(s): _____ **School Year:** _____ **Teacher(s):** _____

	February	March	April	May	June
Unit(s)					
Specific Outcomes					
Major Teaching and Learning Activities					
Resources					
Assessment and Evaluation					

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Unit Plan Overview



Unit Plan A

Grade(s): _____ **Unit Focus:** _____ **Teacher(s):** _____

Outcomes:

- **Applications**
- **Language Competence**
- **Global Citizenship**
- **Strategies**

Possible Student Learning Strategies:

Teaching and Learning Activities:

Resources:	Planning for Diversity:	Assessment and Evaluation:

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Unit Plan B

Day	Outcomes	Teaching and Learning Activities	Resources	Planning for Diversity	Assessment/Evaluation
1					
2					
3					
4					
5					
6					

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Unit Plan C

Title:	**Time line:**
General outcome:	
Specific outcomes	**Learning strategies and activities**
Getting ready activities (Strategies for activating and assessing prior knowledge, and creating interest in new unit)	
Assessment strategies and activities	**Enrichment strategies**
Resources	
Home/school/community connections	**Cross-curricular connections**

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Lesson Plan A

Lesson Title:

Date and Class:

Outcomes Addressed:

Applications:

Language Competence:

Global Citizenship:

Strategies:

Possible Student Learning Strategies:

Materials Required:

Teaching and Learning Activities:

Differentiation of Instruction:

Opportunity for Assessment:

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Lesson Plan B

Lesson Title: _____

Date: _____ **Class:** _____

Outcomes	**Lesson Description**	
✦ Applications ✦ Language Competence ✦ Global Citizenship ✦ Strategies **Possible Student Learning Strategies:**		
Differentiation of Instruction ☐ yes ☐ not necessary If yes, description:	**Assessment**	**Materials**

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How "Listener-friendly" Is My Instruction?

Review the strategies below and mark the column that **best fits your current practice** for helping students focus on what is important in the learning activity.

	Yes	Not Yet
• I reduce distractions for my students; e.g., close the door, move students near the front and away from windows.	❍	❍
• I communicate clearly what my expectations of the students are during the class.	❍	❍
• I provide students with some form of an advanced organizer at the beginning of class to alert them to what will be addressed in the learning activity.	❍	❍
• I consistently review and encourage recall of previously presented information; e.g., summarizing, asking questions, allowing time to review previous notes and handouts.	❍	❍
• I use cue words and phrases to signal important information; e.g., In summary …, Note the following …, Pay attention to …, Record this important fact …, This is important …, Listen carefully.	❍	❍
• I use transitional phrases to cue and signal the organization of information; e.g., first, second, third; next; before/after; finally.	❍	❍
• I highlight important information by using bold, italics and different coloured text.	❍	❍
• I vary my volume, tone of voice and rate of speech to emphasize important ideas and concepts.	❍	❍
• I present information in many different ways; e.g., discussion, video, audio, small group assignments, transparencies, slide show presentations.	❍	❍
• I repeat important ideas and concepts by rephrasing and using multiple examples.	❍	❍
• I write important ideas, key concepts and vocabulary on the board or overhead transparency.	❍	❍
• I use visual aids and objects to support the concepts and information that are presented; e.g., pictures, diagrams, maps, manipulatives, graphic organizers, overhead projector.	❍	❍
• I provide examples and non-examples of concepts.	❍	❍
• I frequently check for understanding; e.g., ask questions during the class, encourage students to ask questions during and after a presentation, encourage students to relate new information to old.	❍	❍
• I provide students with opportunities to discuss concepts with a partner or small group.	❍	❍
• I provide students with opportunities to work with and/or practise new skills and concepts.	❍	❍
• I allow time for reflection at the end of the class; e.g., review important ideas, summarize, ask questions, self-evaluate.	❍	❍
• I briefly review the important concepts at the end of the class and preview what will be happening next class.	❍	❍

Adapted from Anne Price, "Listen Up" handout (Calgary, AB: Calgary Learning Centre, 1995). Adapted with permission from Calgary Learning Centre.

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Examples of General Accommodations

Methods of Instruction

- ❑ Vary amount of material to be learned.
- ❑ Vary amount of material to be practised.
- ❑ Vary time for practice activities.
- ❑ Use advance organizers.
- ❑ Cue student to stay on task; e.g., private signal.
- ❑ Facilitate student cueing (student providing cues to the teacher).
- ❑ Repeat directions or have student repeat directions.
- ❑ Shorten directions.
- ❑ Pair written instructions with oral instructions.
- ❑ Use computer-assisted instruction.
- ❑ Use visual aids in lesson presentation.

Other _____

Task/Response

- ❑ Reduce or substitute required assignments.
- ❑ Adjust level of in-class assignments to academic level.
- ❑ Break long-term assignments into shorter tasks.
- ❑ Adjust amount of copying.
- ❑ Use strategies to enhance recall; e.g., cues, cloze.

Task/Response (cont'd)

- ❑ Provide student with a copy of notes.
- ❑ Accept dictated or parent-assisted homework assignments.
- ❑ Provide extra assignment time.
- ❑ Permit student to print.
- ❑ Provide a student buddy for reading.

Other _____

Materials

- ❑ Modify text materials (add, adapt or substitute).
- ❑ Make materials self-correcting.
- ❑ Highlight important concepts and information and/or passages.
- ❑ Use a desktop easel or slantboard to raise reading materials.
- ❑ Prepare recordings of reading/textbook materials.
- ❑ Provide an extra textbook for home use.
- ❑ Allow use of personal word lists, cue cards.
- ❑ Increase use of pictures, diagrams, concrete manipulators.
- ❑ Break materials into smaller task units.

Materials (cont'd)

- ❑ Increase print size in photocopying.
- ❑ Use daily homework assignment book.

Other _____

Organization for Instruction

The student works best:

- ❑ in large group instruction
- ❑ in small group instruction
- ❑ when placed beside an independent learner
- ❑ with individual instruction
- ❑ with peer tutoring
- ❑ with cross-aged tutoring
- ❑ using independent self-instructional materials
- ❑ in learning centres
- ❑ with preferential seating
- ❑ with allowances for mobility
- ❑ in a quiet space within the classroom.

Other _____

Reinforcement Systems

- ❑ Provide immediate reinforcement.
- ❑ Give verbal praise for positive behaviour.
- ❑ Use tangible reinforcers.
- ❑ Send notes home.
- ❑ Complete progress charts.

Reinforcement Systems (cont'd)

- ❑ Allow special activities.
- ❑ Instruct student in self-monitoring; e.g., following directions, raising hand to talk.

Other _____

Assessment and Testing

- ❑ Adjust the test appearance; e.g., margins, spacing.
- ❑ Adjust the test design (T/F, multiple choice, matching).
- ❑ Adjust to recall with cues, cloze, word lists.
- ❑ Vary test administration (group/individual, open book, make-up tests).
- ❑ Audio record test questions.
- ❑ Select items specific to ability levels.
- ❑ Vary amount to be tested.
- ❑ Give extra test time.
- ❑ Adjust readability of test.
- ❑ Allow recorded reports for essays and/or long answers.
- ❑ Read test questions.
- ❑ Allow use of a scribe or a reader.
- ❑ Allow oral examinations.

Other _____

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Examples of Instructional Accommodations

Reading Difficulties	Written Expression Difficulties	Attention Difficulties	Memory Difficulties	Fine and Gross Motor Difficulties
❍ Use less difficult/alternative reading material. ❍ Reduce amount of reading required. ❍ Allow alternative methods of data collection (audio recorders, dictation, interviews, fact sheets). ❍ Set time limits for specific task completion. ❍ Enlarge text of worksheets and reading material. ❍ Extend time to complete tests and assignments. ❍ Use large print editions of tests. ❍ Read test items aloud to student. ❍ Read standard directions several times at start of exam. ❍ Audio record directions. ❍ Use assistive technology (optical character recognition system, books on tape/CD, screen readers).	❍ Reduce volume of work. ❍ Break long-term assignments into manageable tasks. ❍ Extend time for completing assignments. ❍ Offer alternative assignments. ❍ Allow student to work on homework while at school. ❍ Allow alternative methods of data collection (audio recorders, dictation, interviews, fact sheets). ❍ Permit use of scribe or audio recorder for answers (student should include specific instructions about punctuation and paragraphing). ❍ Waive spelling, punctuation and paragraphing requirements. ❍ Accept keyword responses instead of complete sentences. ❍ Use assistive technology (word processor, spell-check device, grammar-check device, text-to-speech software).	❍ Provide alternative seating: — near teacher — facing teacher — at front of class, between well-focused students, away from distractions. ❍ Provide additional or personal work space (quiet area for study, extra seat or table, “time-out” spot, study carrels). ❍ Permit movement during class activities and testing sessions. ❍ Provide directions in written form: — on board — on worksheets — copied in assignment book by student. ❍ Set time limits for specific task completion. ❍ Extend time to complete tests and assignments. ❍ Allow student to take breaks during tests. ❍ Use multiple testing sessions for longer tests. ❍ Use place markers, special paper, graph paper or writing templates to allow student to maintain position and focus attention better. ❍ Provide cues; e.g., arrows, stop signs on worksheets and tests. ❍ Provide a quiet, distraction-free area for testing. ❍ Allow student to wear noise buffer device such as head phones to screen out distracting sounds. ❍ Provide checklists for long, detailed assignments.	❍ Provide a written outline. ❍ Provide directions in written form (on board, on worksheets, copied in assignment book by student). ❍ Provide a specific process for turning in completed assignments. ❍ Provide checklists for long, detailed assignments. ❍ Read and discuss standard directions several times at start of examination. ❍ Provide cues, e.g., arrows, stop signs, on worksheets and tests. ❍ Allow student to use reference aids (dictionary, word processor, vocabulary cue card).	❍ Use assistive and adaptive devices: — pencil or pen adapted in size or grip diameter — alternative keyboards — portable word processor. ❍ Set realistic and mutually agreed-upon expectations for neatness. ❍ Reduce or eliminate the need to copy from a text or board; e.g., — provide copies of notes — permit student to photocopy a peer’s notes — provide carbon/NCR paper to a peer to copy notes. ❍ Extend time to complete tests and assignments. ❍ Alter the size, shape or location of the space provided for answers. ❍ Accept keyword responses instead of complete sentences. ❍ Allow student to type answers or to answer orally instead of in writing.

Adapted with permission from Calgary Learning Centre (Calgary, Alberta, 2002).

Examples of Assessment Accommodations

Some students require accommodations to allow classroom assessment to measure and communicate student growth and achievement clearly and realistically. Some students will know what they need to demonstrate their knowledge in the classroom and in testing situations. It is important to provide an opportunity for students and parents to suggest or respond to proposed assessment accommodations.

Sample assessment accommodations include:

- allowing extended time
- allowing breaks during the test
- reducing the number of questions
- breaking a test into parts and administering them at separate times
- providing an audio recorded test and making students aware that they may listen to part or all of the recording more than once
- providing a reader or a scribe
- providing an opportunity to record answers
- providing more detailed instructions and confirming the student's understanding of the test process
- administering the test in a small group setting or to an individual student
- administering the test in a separate room, free from distractions
- providing noise buffers; e.g., headphones
- adjusting the test appearance; e.g., margins, spacing
- adjusting the test design (true/false, multiple choice, matching)
- adjusting the readability of the test
- allowing alternative formats such as webs or key points in place of essays or long answers
- reading test questions
- allowing use of a scribe or a reader
- allowing oral examinations
- allowing students to practise taking similar test questions.

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Sample Text Forms

Written Texts

- advertisements
- biographies and autobiographies
- brochures, pamphlets and leaflets
- catalogues
- dictionaries and grammar references
- encyclopedia entries
- folk tales and legends
- forms
- graffiti
- instructions and other “how to” texts
- invitations
- journals and logs
- labels and packaging
- letters (business and personal)
- lists, notes and personal messages
- maps
- menus
- newspaper and magazine articles
- plays, screenplays
- poetry
- programs
- questionnaires
- recipes
- reports
- manuals
- short stories and novels
- signs, notices and announcements
- stories
- textbook articles
- tickets, timetables and schedules
- banners
- book jackets
- booklets
- cartoons
- comic strips
- bulletin boards
- posters
- almanacs
- atlases
- choral readings
- codes
- collages
- greeting cards
- graphic organizers
- research projects
- picture books
- storyboards
- e-mail

Oral Texts

- advertisements or announcements
- ceremonies (religious and secular)
- interpretive dialogues
- formal and informal conversations
- interviews
- telephone messages
- oral stories and histories
- plays and other performances
- oral reports and presentations
- songs and hymns
- telephone conversations
- story telling
- speeches
- rhymes, poetry

Multimedia Texts

- computer and board games
- movies and films
- slide/tape/video presentations
- television programs
- Web sites
- CD–ROM, multimedia projector
- digital slide shows
- chat rooms
- blogs

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Alternative Learning Activities Menu

Name: _____ **Date:** _____

Complete three activities to create a horizontal, vertical or straight line. If you choose to use the "Your Idea" box, you must first have your activity approved by your teacher.

I have had my idea approved by my teacher: Yes/No Teacher Initials _____

I agree to complete all three activities by _____ (Date)

DEMONSTRATE	**PLAN**	**INTERVIEW**
RESEARCH	**YOUR IDEA**	**SURVEY**
DISPLAY	**CREATE**	**EVALUATE**

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Sample Independent Study Agreement

Name:	Grade:	Date:

This is a contract between you and your teacher. By writing your initials on each of the blanks beside the statements, you agree to follow these conditions. If you do not meet the conditions set in this contract, you will have to return to the class and your project will be discontinued immediately.

Read each statement below and write your initials beside it to show your understanding and agreement.

Learning Conditions

_____ I will complete all alternative learning activities in my Independent Study Agreement by _____ (date).

_____ I will prepare for and complete the unit's assessment at the same time as the rest of the class.

_____ I will participate in whole-class activities as the teacher assigns them.

_____ I will keep a daily log of my progress in my Learning Log.

_____ I will share what I have learned from my independent study with the class in an interesting way. I will prepare a brief presentation of five to seven minutes and make sure that I include some kind of a visual aid; e.g., poster, picture, digital slide show.

Working Conditions

_____ I will check in with the teacher at the beginning and end of each class period.

_____ I will work on my chosen topic for the entire class period on the days my teacher assigns.

_____ I will not bother anyone or call attention to the fact that I am doing different work than others in the class.

Student's Signature: _____

Teacher's Signature: _____

Sample Independent Study Agreement: Excerpted from *Teaching Gifted Kids in the Regular Classroom: Strategies and Techniques Every Teacher Can Use to Meet the Academic Needs of the Gifted and Talented* (Revised, Expanded, Updated Edition) (p. 75) by Susan Winebrenner, copyright ©2001. Used with permission of Free Spirit Publishing Inc., Minneapolis, MN; 800–735–7323; www.freespirit.com. All rights reserved.

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Group Roles Organizer

Fill in one or more names for the roles below before beginning your group work.

Checker:	**Timekeeper:**	**Questioner:**
Recorder:	**Reporter:**	**Encourager:**
Materials Manager:	**Observer:**	**Other:**

Group Roles Organizer

Fill in one or more names for the roles below before beginning your group work.

Checker:	**Timekeeper:**	**Questioner:**
Recorder:	**Reporter:**	**Encourager:**
Materials Manager:	**Observer:**	**Other:**

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Sample List of Learning Strategies

Language Learning Strategies

Cognitive Language Learning Strategies

- listen attentively
- perform actions to match the words of a song, story or rhyme
- learn short rhymes or songs, incorporating new vocabulary or sentence patterns
- imitate sounds and intonation patterns
- memorize new words by repeating them silently or aloud
- seek the precise term to express meaning
- repeat words or phrases in the course of performing a language task
- make personal dictionaries
- experiment with various elements of the language
- use mental images to remember new information
- group together sets of things—vocabulary, structures—with similar characteristics
- identify similarities and differences between aspects of Spanish and your own language(s)
- look for patterns and relationships
- use previously acquired knowledge to facilitate a learning task
- associate new words or expressions with familiar ones, either in Spanish or in your own language(s)
- find information, using reference materials such as dictionaries, textbooks and grammars
- use available technological aids to support language learning
- use word maps, mind maps, diagrams, charts or other graphic representations to make information easier to understand and remember
- place new words or expressions in a context to make them easier to remember
- use induction to generate rules governing language use
- seek opportunities outside of class to practise and observe
- perceive and note down unknown words and expressions, noting also their context and function

Metacognitive Language Learning Strategies

- check copied writing for accuracy
- make choices about how you learn
- rehearse or role-play language
- decide in advance to attend to the learning task
- reflect on learning tasks with the guidance of the teacher
- make a plan in advance about how to approach a language learning task
- reflect on the listening, speaking, reading and writing process
- decide in advance to attend to specific aspects of input
- listen or read for key words
- evaluate your performance or comprehension at the end of a task
- keep a learning log

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- experience various methods of language acquisition and identify one or more considered to be particularly useful personally
- be aware of the potential of learning through direct exposure to the language
- know how strategies may enable coping with texts containing unknown elements
- identify problems that might hinder successful completion of a task and seek solutions
- monitor your speech and writing to check for persistent errors
- be aware of your strengths and weaknesses, identify your needs and goals, and organize strategies and procedures accordingly

Social/Affective Language Learning Strategies

- initiate or maintain interaction with others
- participate in shared reading experiences
- seek the assistance of a friend to interpret a text
- reread familiar self-chosen texts to enhance understanding and enjoyment
- work cooperatively with peers in small groups
- understand that making mistakes is a natural part of language learning
- experiment with various forms of expression and note their acceptance or nonacceptance by more experienced speakers
- participate actively in brainstorming and conferencing as prewriting and postwriting exercises
- use self-talk to feel competent to do the task
- be willing to take risks and to try unfamiliar tasks and approaches
- repeat new words and expressions occurring in your conversations, and make use of these new words and expressions as soon as appropriate
- reduce anxiety by using mental techniques such as positive self-talk or humour
- work with others to solve problems and get feedback on tasks
- provide personal motivation by arranging your own rewards when successful

Language Use Strategies

Interactive Language Use Strategies

- use words from your first language to get meaning across; e.g., use a literal translation of a phrase in the first language, use a first language word but pronounce it as in Spanish
- acknowledge being spoken to
- interpret and use a variety of nonverbal cues to communicate
- indicate lack of understanding verbally or nonverbally; e.g., *Perdón, no comprendo, ¿cómo?, ¿perdón?, no entiendo,* shrug shoulders
- ask for clarification or repetition when you do not understand
- use other speakers' words in subsequent conversations
- assess feedback from a conversation partner to recognize when a message has not been understood
- start again, using a different tactic, when communication breaks down
- use a simple word similar to the concept to convey and invite correction
- invite others into the discussion
- ask for confirmation that a form used is correct

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- use a range of fillers, hesitation devices and gambits to sustain conversations
- use circumlocution to compensate for lack of vocabulary
- repeat part of what someone has said to confirm mutual understanding
- summarize the point reached in a discussion to help focus the talk
- ask follow-up questions to check for understanding
- use suitable phrases to intervene in a discussion; e.g., *Hablando de .../Perdón, pero ...*
- self-correct if errors lead to misunderstandings; e.g., *Quiero decir que ..., mejor dicho ..., o sea ...*

Interpretive Language Use Strategies

- use gestures, intonation and visual supports to aid comprehension
- make connections between texts on the one hand and prior knowledge and personal experience on the other
- use illustrations to aid reading comprehension
- determine the purpose of listening
- listen or look for key words
- listen selectively based on purpose
- make predictions about what you expect to hear or read based on prior knowledge and personal experience
- use knowledge of the sound–symbol system to aid reading comprehension
- infer probable meanings of unknown words or expressions from contextual clues
- prepare questions or a guide to note information found in a text
- use key content words or discourse markers to follow an extended text
- reread several times to understand complex ideas
- summarize information gathered
- assess your information needs before listening, viewing or reading
- use skimming and scanning to locate key information in texts

Productive Language Use Strategies

- mimic what the teacher says
- use nonverbal means to communicate
- copy what others say or write
- use words that are visible in the immediate environment
- use resources to increase vocabulary
- use familiar repetitive patterns from stories, songs, rhymes or media
- use illustrations to provide detail when producing your own texts
- use various techniques to explore ideas at the planning stage, such as brainstorming or keeping a notebook or log of ideas
- use knowledge of sentence patterns to form new sentences
- be aware of and use the steps of the writing process: prewriting (gathering ideas, planning the text, researching, organizing the text), writing, revision (rereading, moving pieces of text, rewriting pieces of text), correction (grammar, spelling, punctuation), publication (reprinting, adding illustrations, binding)
- use a variety of resources to correct texts
- take notes when reading or listening to assist in producing your own text

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- proofread and edit the final version of a text
- use circumlocution and definition to compensate for gaps in vocabulary
- apply grammar rules to improve accuracy at the correction stage
- compensate for avoiding difficult structures by rephrasing

General Learning Strategies

Cognitive General Learning Strategies

- classify objects and ideas according to their attributes; e.g., red objects and blue objects, or animals that eat meat and animals that eat plants
- use models
- connect what is already known with what is being learned
- experiment with, and concentrate on, one thing at a time
- focus on and complete learning tasks
- write down key words and concepts in abbreviated form
- use mental images to remember new information
- distinguish between fact and opinion when using a variety of sources of information
- formulate key questions to guide research
- make inferences, and identify and justify the evidence on which these inferences are based
- use word maps, mind maps, diagrams, charts or other graphic representations to make information easier to understand and remember
- seek information through a network of sources, including libraries, the Internet, individuals and agencies
- use previously acquired knowledge or skills to assist with a new learning task

Metacognitive General Learning Strategies

- reflect on learning tasks with the guidance of the teacher
- choose from among learning options
- discover how your efforts can affect learning
- reflect upon your thinking processes and how you learn
- decide in advance to attend to the learning task
- divide an overall learning task into a number of subtasks
- make a plan in advance about how to approach a task
- identify your needs and interests
- manage your physical working environment
- keep a learning journal, such as a diary or a log
- develop criteria for evaluating your work
- work with others to monitor your learning
- take responsibility for planning, monitoring and evaluating learning experiences

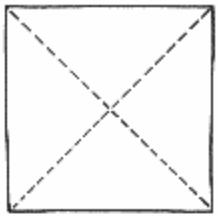
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Social/Affective General Learning Strategies

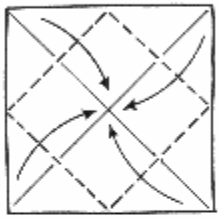
- watch others' actions and copy them
- seek help from others
- follow your natural curiosity and intrinsic motivation to learn
- participate in cooperative group learning tasks
- choose learning activities that enhance understanding and enjoyment
- be encouraged to try, even though mistakes might be made
- take part in group decision-making processes
- use support strategies to help peers persevere at learning tasks
- take part in group problem-solving processes
- use self-talk to feel competent to do the task
- be willing to take risks and to try unfamiliar tasks and approaches
- monitor your level of anxiety about learning tasks and take measures to lower it if necessary
- use social interaction skills to enhance group learning activities

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Origami Finger Game Folding Directions



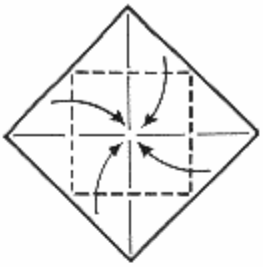
1. Fold color side down on both diagonals. Unfold



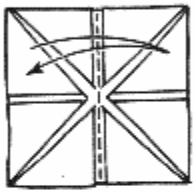
2. Fold all four corners to center



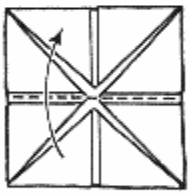
3. Turn paper over



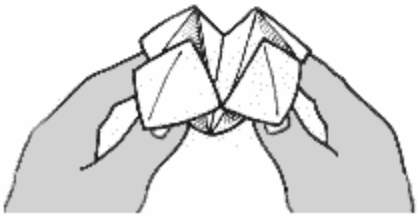
4. Again, fold all corners to center



5. Fold paper in half and unfold



6. Fold in half from top to bottom. Do not unfold.



7. Slide thumbs and forefingers under the squares and move the Origami Finger Game back and forth to play.

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Appendix D: Graphic Organizers

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How I Can Help My Group D–3
Activity Reflection D–4
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KWL Chart D–7
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How I Contribute to Group Work



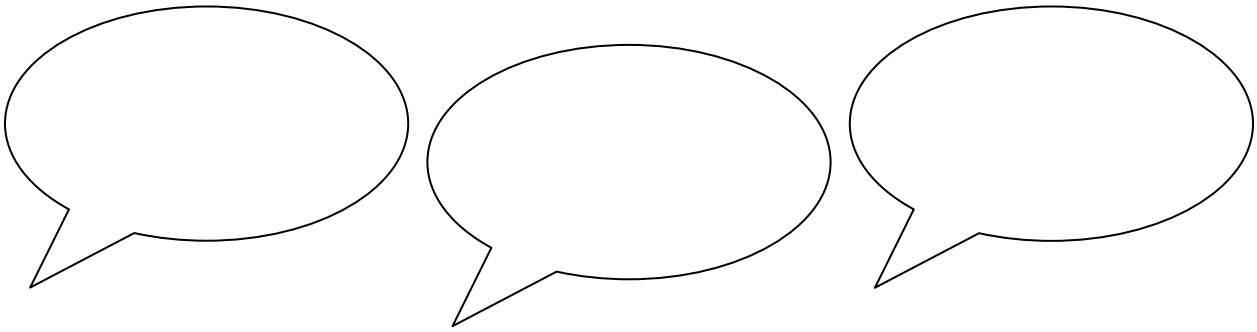
My role in this group is _____

_____.

I do my job by:

- _____
- _____
- _____

I say things like:



The most challenging part of this job is _____.

The best part of this job is _____.

I would rate my performance in the role of _____

as _____.

Reproduced from Alberta Learning, *Kindergarten to Grade 9 Health and Life Skills Guide to Implementation* (Edmonton, AB: Alberta Learning, 2002), p. C.31.

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How I Can Help My Group



Name: _____ Date: _____

During group work, when someone:

☆ keeps interrupting, I feel _____

I can help make this situation better by _____

☆ argues, I feel _____

I can help make this situation better by _____

☆ puts down others, I feel _____

I can help make this situation better by _____

☆ complains, I feel _____

I can help make this situation better by _____

☆ fools around, I feel _____

I can help make this situation better by _____

☆ bosses others around, I feel _____

I can help make this situation better by _____

☆ doesn't listen to others, I feel _____

I can help make this situation better by _____

☆ is off-topic, I feel _____

I can help make this situation better by _____

☆ is very quiet, I feel _____

I can help make this situation better by _____

Reproduced from Alberta Learning, *Kindergarten to Grade 9 Health and Life Skills Guide to Implementation* (Edmonton, AB: Alberta Learning, 2002), p. C.33.

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Activity Reflection



Name: _____

Date: _____

Activity: _____

What did I (we) do?	What were the results?
What could we do now?	
What are the most important things I learned from this activity?	
How could I use the new information and skills from this activity in the future?	

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Collecting My Thoughts



Name: _____ Date: _____

Here is everything I know about _____

Here are some pictures of _____

Here are some questions I have: _____

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How to Use KWL Charts



Step 1 **Think about what you already KNOW about your topic. List those facts in the first column.**

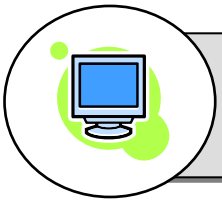
For example, if your topic is "How I Talk to Others in a New Language," you may come up with these ideas.

What I know	What I want to find out	What I have learned
• Can use hand gestures and facial expressions to help the other person understand. • Don't be afraid to make mistakes!		

Step 2 **Think of the kinds of information you WANT to find out. List specific questions in the second column.**

What I know	What I want to find out	What I have learned
• Can use hand gestures and facial expressions to help the other person understand • Don't be afraid to make mistakes!	• What do I do if I don't know how to say a word? • What do I do if I don't understand what the other person is saying?	

Step 3 **LEARN the answers to your questions. List that information, and anything else that you learn about your topic, in the third column.**



MS Word allows you to create your own chart electronically using the options in the **Table** menu.

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KWL Chart



Name: _____ Date: _____

Step 1 What I know	Step 2 What I want to find out	Step 3 What I have learned

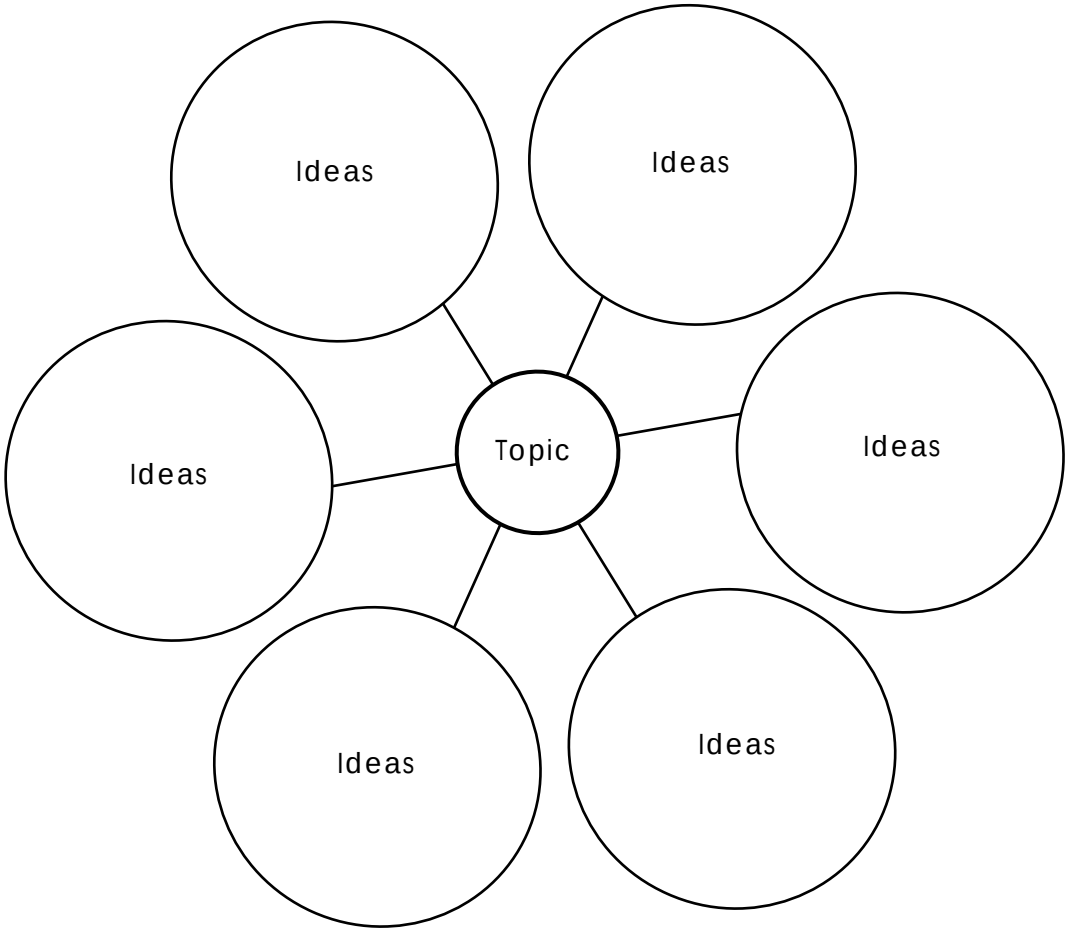
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How to Use a Brainstorming Web

Step 1 Identify your topic and use it as the title. Write it in the centre of your web.

Step 2 Identify categories of information and label each of the outer bubbles.

Step 3 Brainstorm and jot down ideas in each category.

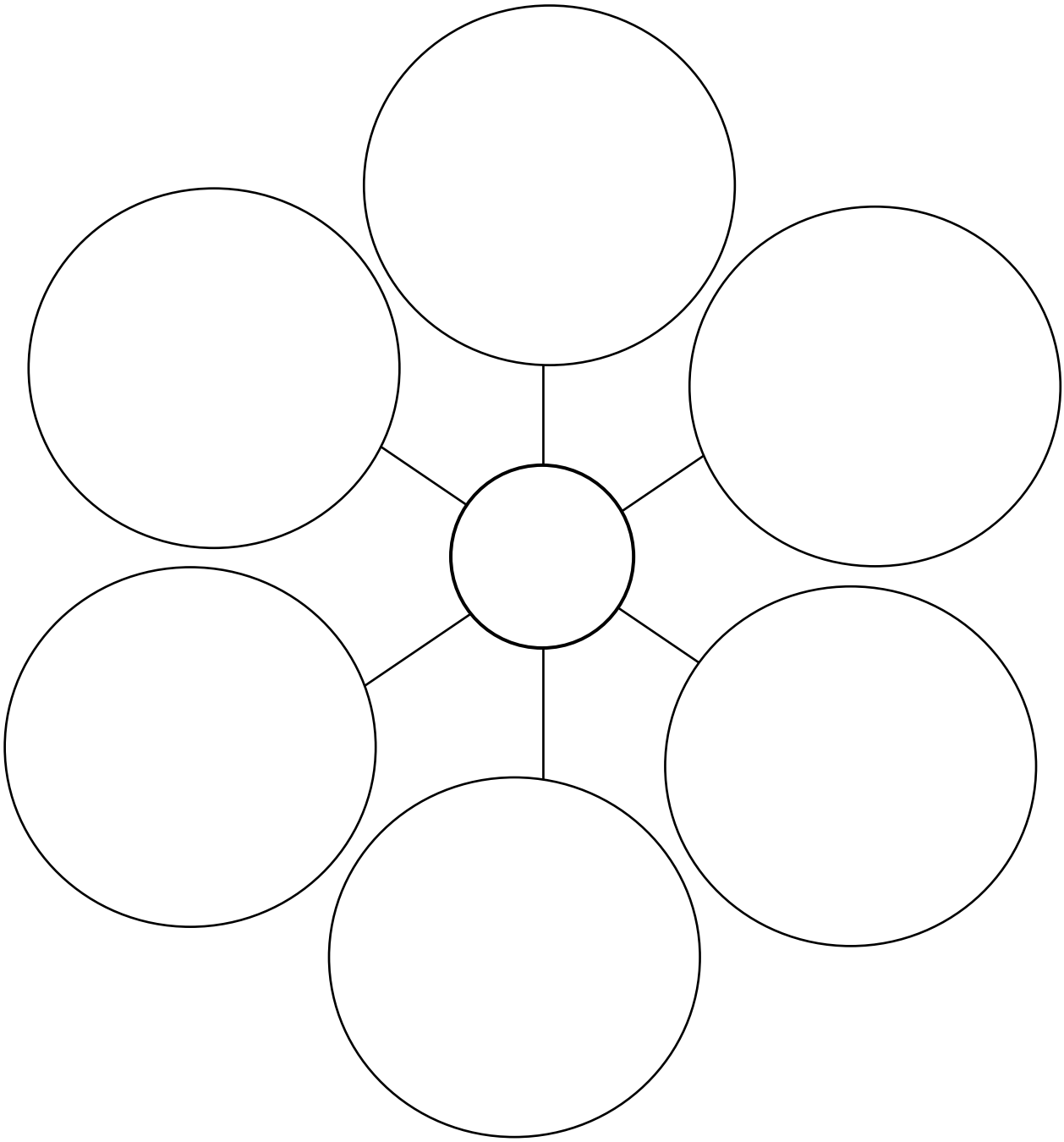


Newer versions of MS Word have a web-building option listed under **Diagram** on the **Insert** menu that lets you create your own web electronically.

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Brainstorming Web

Name: _____ Date: _____



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Idea Builder



1. Key idea

2. Draw it

3. Facts

4. Sample sentence

5. Examples

6. Non-examples

7. Definition

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How to Create a Mind Map



What are mind maps?

Mind maps are diagrams that show related ideas and information on a topic. They are used to note and organize ideas and information in a way that is meaningful to you.

How do I create a mind map?

Step 1 Identify your topic and write it in the centre of the page. This is the centre of your mind map.

Step 2 As you think of a subtopic related to your main topic, write it next to the centre and connect it with a line. Use different colours or styles of writing for your different subtopics.

Step 3 Add information and ideas to the subtopics as you think of them and connect them in meaningful ways. Include ideas and information, such as:

- examples from your own experience
- things you have read or heard
- questions you want to answer
- feelings you have
- sketches.

Step 4 Review the ideas and information you have written down and use circles, other shapes and/or colours to connect or group things.

You can use mind maps for many things, such as:

- collecting ideas, information and questions to guide your research
- reflecting on a presentation, group discussion, story, movie or television show
- collecting ideas for a story, poem, role-play or skit.

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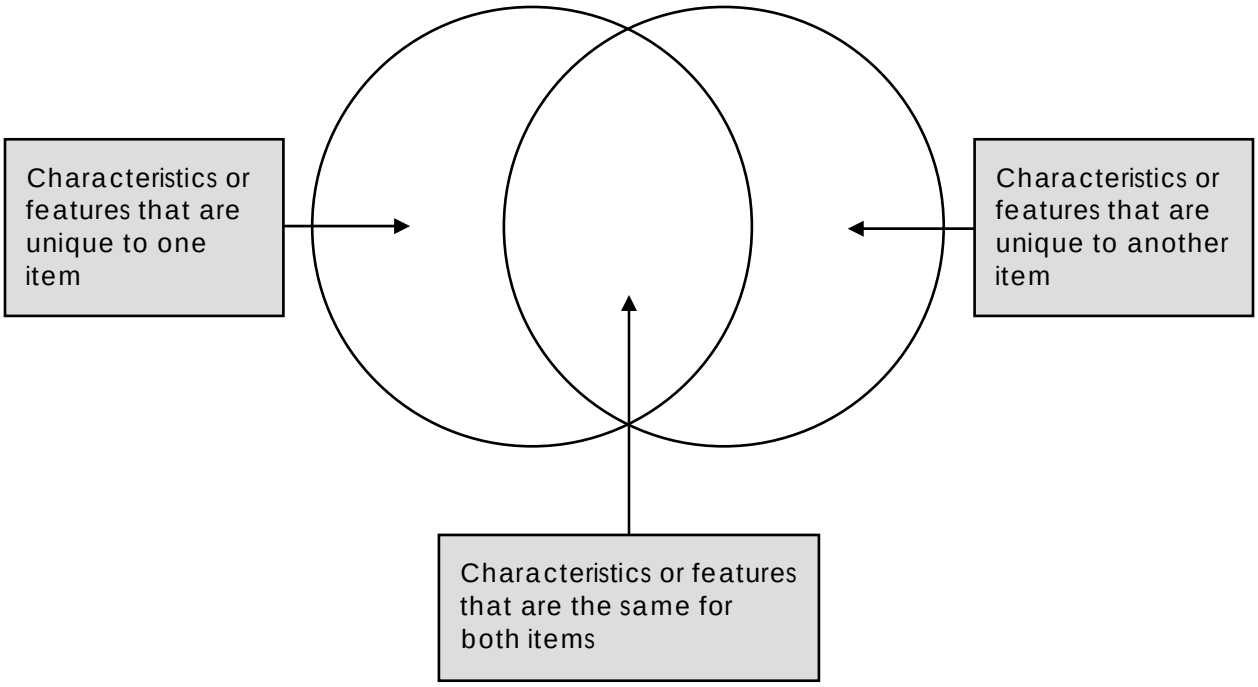
Sample Mind Map



In this sample, the student circled all the questions she had so that she could use them in an inquiry; e.g., "What I Want to Know" in a KWL chart.

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How to Use Venn Diagrams



Step 1 Label each side of the diagram with the name of each item you are comparing.

Step 2 Think about all the unique features or characteristics of the first item and write your ideas in the left part of the diagram.

Step 3 Think about all the unique features or characteristics of the second item and write your ideas in the right part of the diagram.

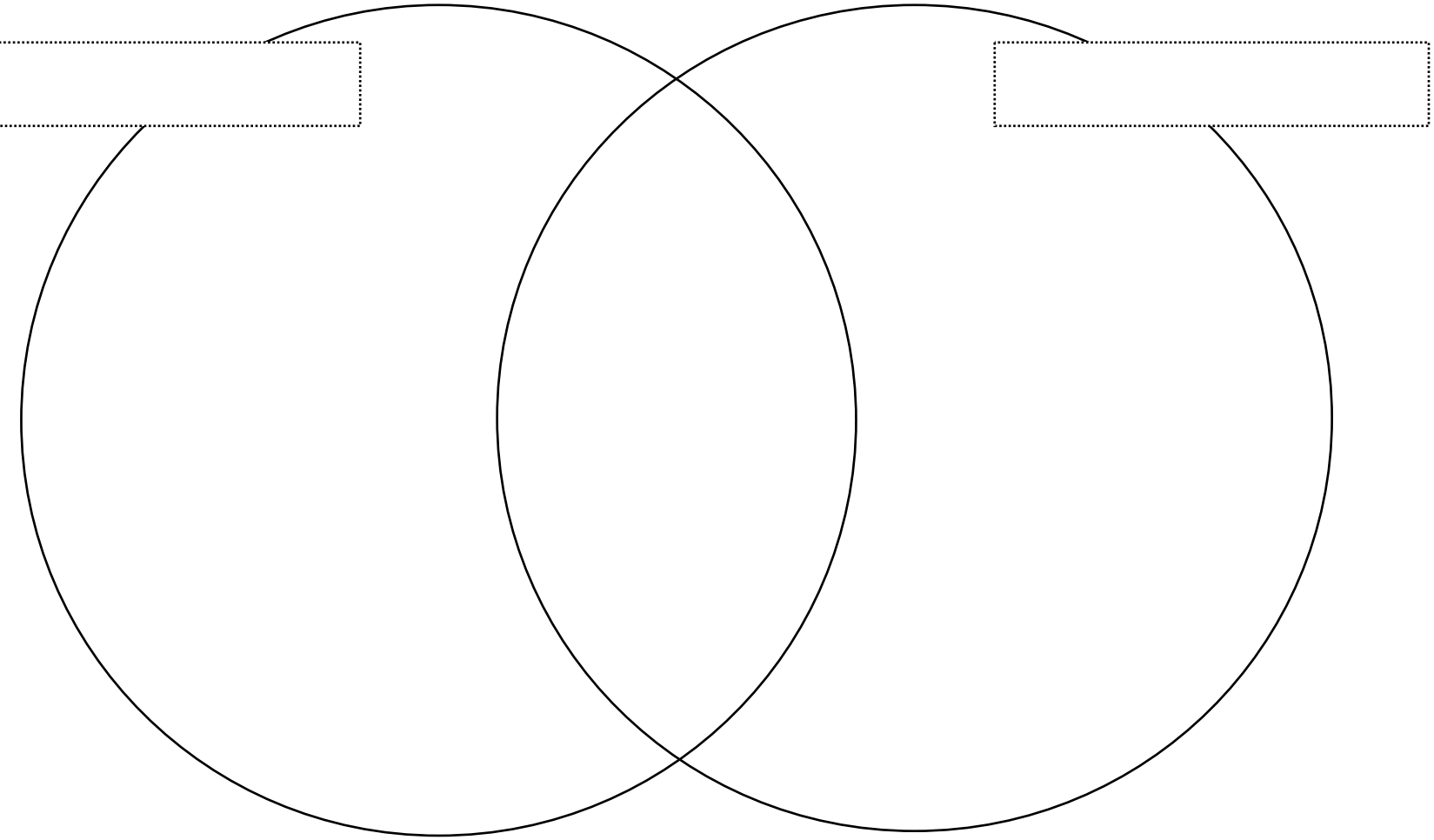
Step 4 Think about all the features the items share and write your ideas in the middle of the diagram.

MS Word has a Venn diagram option listed under **Diagram** on the **Insert** menu that lets you build your own Venn diagram electronically.

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Venn Diagram

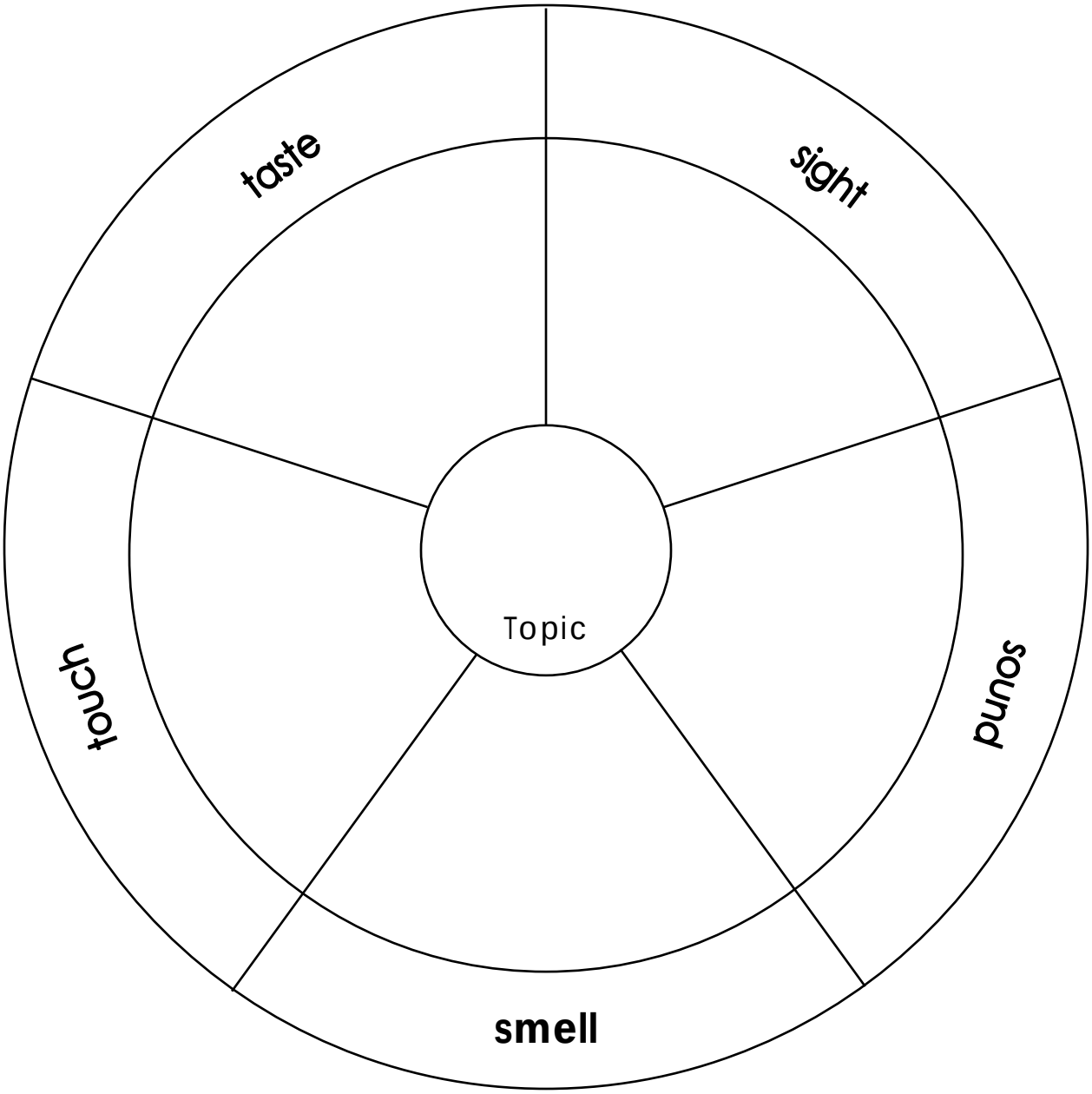
Name: _____ Date: _____



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Five Senses Wheel

Name: _____ Date: _____



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Triple T-chart



Name: _____ Date: _____

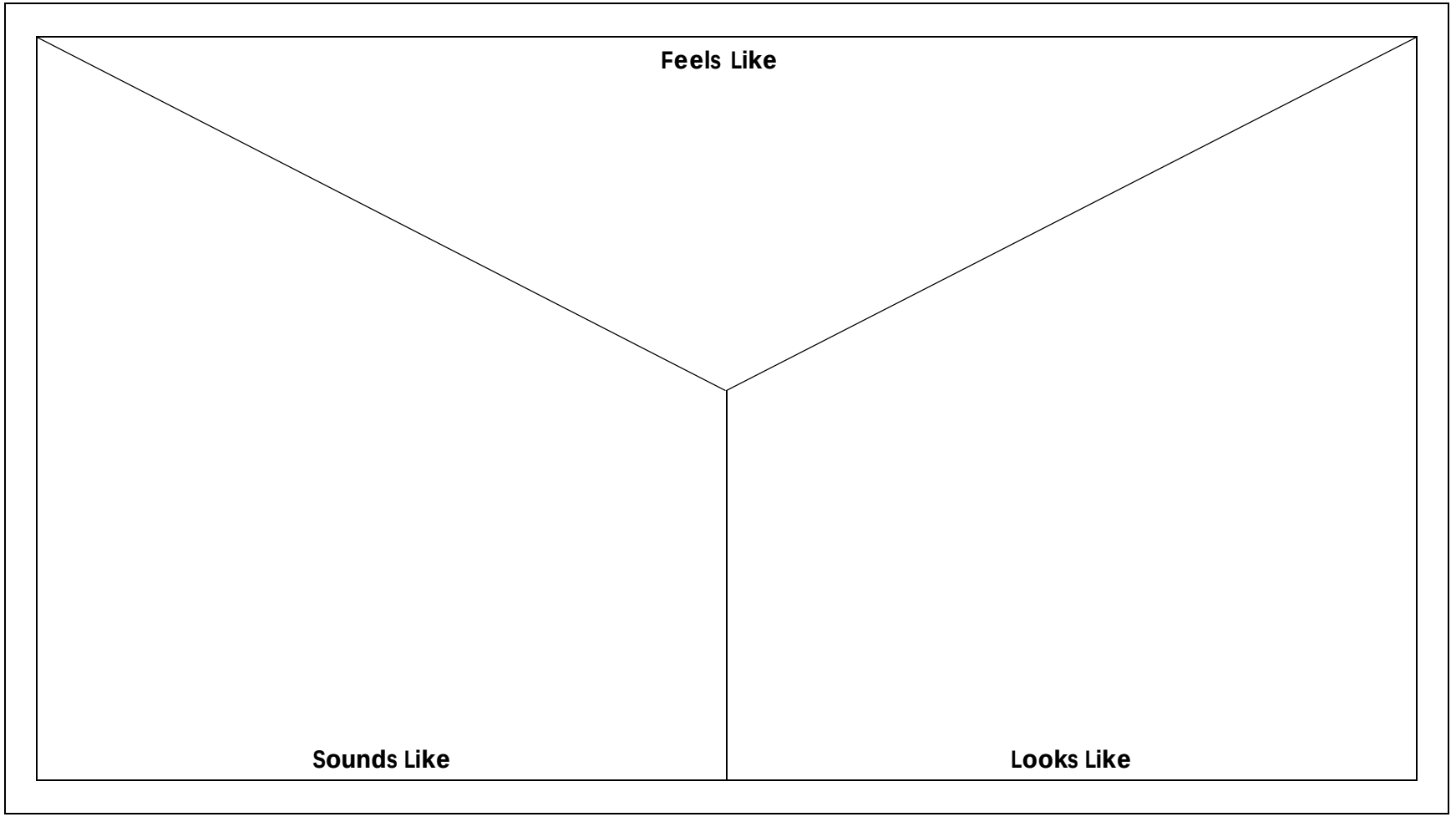
Title/Topic: _____

Looks like:	Sounds like:	Feels like:

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Y-chart

Name: _____ Date: _____



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Five Ws and H



Name: _____ Date: _____

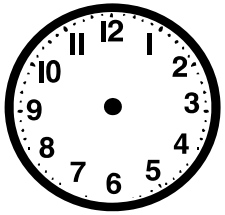
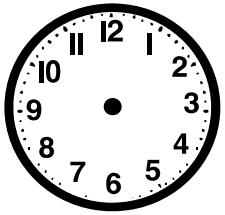
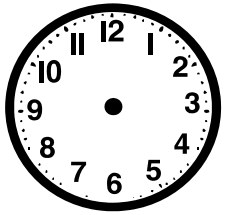
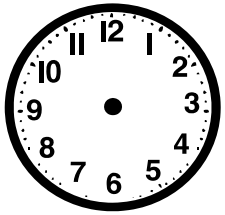
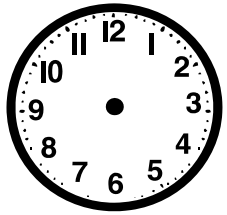
Fill in the chart with questions on your topic that you want to find answers to.

Who? List questions about **people**.	
What? List questions about **things** and **events**.	
Where? List questions about **places**.	
When? List questions about **times** and **dates**.	
Why? List questions about **reasons**, **causes** and **purposes**.	
How? List questions about **the way things happen**.	
If? List questions about **things that might happen**.	

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A Day in the Life

Name: _____ Date: _____

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How to Use PMI Charts



Step 1 **P**lus: Think about all the advantages and good reasons for making the choice.

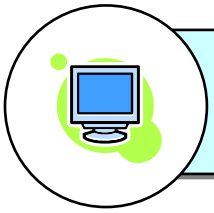
Step 2 **M**inus: Think about all the disadvantages and the down side of making the choice.

Step 3 List any information that is neither positive nor negative as **I**nteresting.

Example: *A PMI chart that shows the advantages and disadvantages of using the Internet as a research tool*

Using the Internet as a Research Tool

Plus	Minus	Interesting Information
• There is a lot of information. • You can look at a number of different sources in a short period of time. • You can do your research in the comfort of your home or classroom.	• If you do not know how to search well, it can take a long time to find what you need. • There is no guarantee that the information you find is accurate or of good quality. • The reading level of factual and historical information may be high.	• Most teenagers know more about using the Internet than adults! • Anybody can post information on the Internet. There are no rules to follow, no licenses, etc.



MS Word allows you to create your own chart electronically using the options in the **Table** menu.

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PMI Chart



Name: _____ Date: _____

Title: _____

Plus	Minus	Interesting Information

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What I Have, What I Need



What's my problem?

What are my choices?

A. B. C.

What choice would best meet my needs?

What resources do I have?

1.
2.
3.

What resources do I need?

1.
2.
3.

Step-by-step plan

1.
2.
3.

How can I check my decision?

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Making a Decision



Issue: _____ Option: _____

	PROS +	CONS –
Facts:		
Feelings:		
My new ideas:		
My decision:		
My reasons for this decision:		

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IDEA Decision Maker



Identify the problem

Describe possible solutions

Evaluate the potential consequences of each solution

Act on the best solution

How did your IDEA work?
(Evaluate your results.)

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Consider the Alternatives



Decision-making situation or conflict to be resolved: _____

1 Option: _____ → Possible consequences: _____

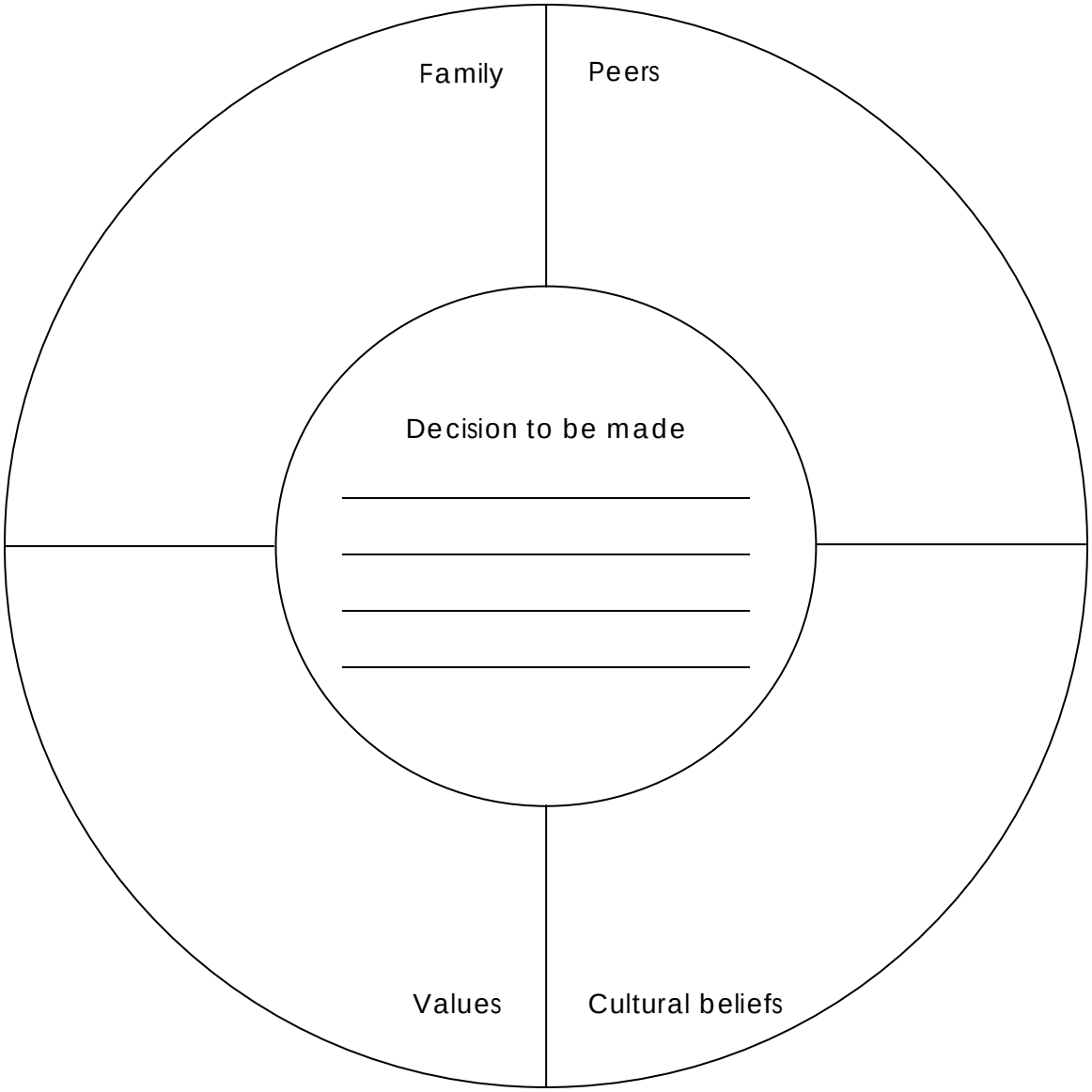
2 Option: _____ → Possible consequences: _____

3 Option: _____ → Possible consequences: _____

4 Option: _____ → Possible consequences: _____

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Influences on Decision Making



Questions you need to ask to help you make this decision

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Goal-setting Organizer 1



Name: _____ Date: _____

My goal is _____

I am choosing this goal because

To reach this goal I will:

1. _____

2. _____

3. _____

It will take me _____ days to reach my goal.

Why or why not? _____

Did I reach my goal?

- ☐ yes
- ☐ almost
- ☐ no

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Goal-setting Organizer 2



Date: _____

Name: _____

Is your goal:
- ☐ specific?
- ☐ measurable?
- ☐ achievable?
- ☐ realistic?
- ☐ time-based?

Goal	My goal is to …
Rationale	I chose this goal because …
Action plan	To reach this goal, I will …
Measurement	How will I know if I am successful?
Self-reflection	What would I do differently?

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Goal-setting Organizer 3

Name: _____ Date: _____

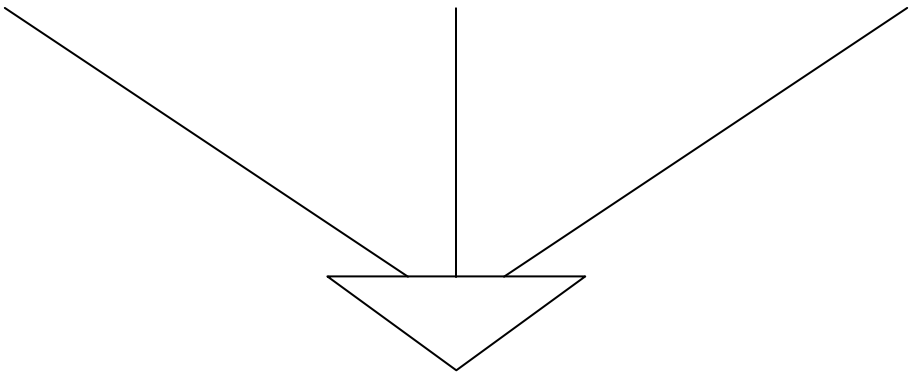
Goal Planning: Start Small

My long-term goal is _____

_____ by _____

The smaller steps that will help me reach this goal are:

Short-term Goal A	Short-term Goal B	Short-term Goal C
_____	_____	_____
_____	_____	_____
To reach this goal, I will:	To reach this goal, I will:	To reach this goal, I will:
• _____	• _____	• _____
• _____	• _____	• _____
• _____	• _____	• _____
by _____	by _____	by _____



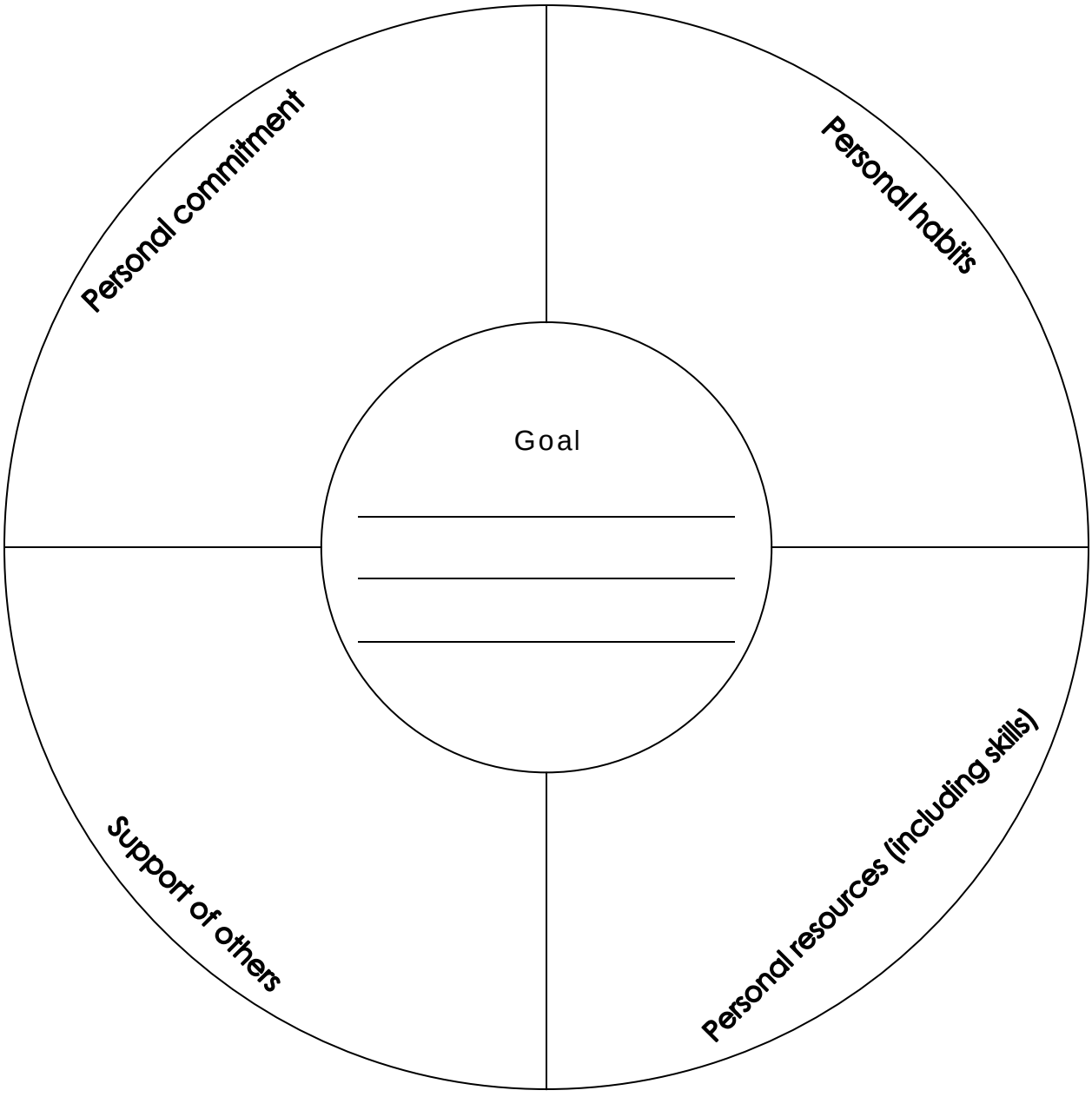
I will know I have reached my long-term goal when _____

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Goal-setting Organizer 4

Name: _____ Date: _____

What Can Affect Your Goals?



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Appendix E: Assessment Blackline Masters

Self-assessment Checklist E–2

Self-assessment Rating Scale E–4

Peer-assessment Checklist E–6

Self-assessment Checklist and Goal Setting E–8

Long-term Goal Setting E–10

Anecdotal Notes E–12

Observation Checklist E–14

Checklist and Comments 1 E–16

Checklist and Comments 2 E–18

Rating Scale 1 E–20

Rating Scale 2 E–22

Rating Scale 3 E–24

Rubric E–26

Rubric and Checklist E–28

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Self-assessment Checklist

Nombre: Louis	***Grado:*** 6	***Fecha:*** *Abril* 2

Yo puedo ...	***Sí***	***No Todavía***
talk about how Spanish and English words are sometimes similar	✓	
tell when someone has not understood what I have said	✓	
use gestures to help make myself understood	✓	
ask for help when I am stuck	✓	
make mistakes in Spanish and not get discouraged		✓
check my work over to fix mistakes		✓

Note: This sample Self-assessment Checklist allows students to indicate their ability to perform various criteria.

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Self-assessment Checklist

Nombre:	*Grado:*	*Fecha:*

Yo puedo ...	*Sí*	*No Todavía*

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Self-assessment Rating Scale

Nombre: Sophia	***Grado:*** 5	***Fecha:*** *Abril 22*

Yo puedo ...

	Nunca	***A Veces***	***Normalmente***	***Siempre***
• tell someone I'm happy			◉	
• tell someone I'm sad			◉	
• tell someone I'm angry			◉	
• tell someone I'm tired			◉	
• show someone I'm surprised		◉		
• _____				
• _____				
• _____				

Note: All criteria in this sample address outcome A–2.2b. This Self-assessment Rating Scale demonstrates how students can assess their performance as it relates to particular outcomes. The teacher decides whether or not to follow up with other activities, such as goal setting.

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Self-assessment Rating Scale

Nombre:	***Grado:***	***Fecha:***

Yo puedo ...	***Nunca***	***A Veces***	***Normalmente***	***Siempre***
•				
•				
•				
•				
•				
•				
•				
•				
•				

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Peer-assessment Checklist

Nombre:	Nicole	***Grado:***	6	***Fecha:***	*el 14 de febrero*
Nombre del compañero(a):	Janelle	***Actividad:***	*Poema con el Nombre*		

Mi compañero(a) puede...	***Sí***	***No Todavía***
write a descriptive word in Spanish for each letter in her name	✓	
write descriptive words that are positive and describe her well	✓	
use a dictionary and the word walls to find words to use	✓	
use a dictionary to check the spelling of the words she used		✓
draw pictures that match the descriptive words she used	✓	

***Me gusta*:** you picked really good Spanish words to describe yourself—some of them were from our new vocabulary list.

***Tu puedes mejorar en*:** check your spelling using a dictionary or our vocabulary lists. We wrote lots of these words down in our learning logs so they might be there.

Note: This Peer-assessment Checklist allows students to give each other feedback about particular aspects of their work. Comments written should be constructive and specific.

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Peer-assessment Checklist

Nombre:		***Grado:***		***Fecha:***	
Nombre del compañero(a):		***Actividad:***			

Mi compañero(a) puede ...	***Sí***	***No Todavía***

***Me gusta*:** _____

***Tu puedes mejorar en*:** _____

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Self-assessment Checklist and Goal Setting

Nombre: Tah	***Grado:*** 4	***Fecha:*** *el 1º de febrero*

Yo puedo ...	***Sí***	***No Todavía***	**What I am going to do next ...**
say hello and goodbye	✓		Say hello and goodbye in Spanish to at least three people each day.
listen to other people's opinions	✓		Write down the opinion of one person from my group in my learning log.
sing "*Feliz Cumpleaños*"		✓	Sing "*Feliz Cumpleaños*" to my grandma at her birthday party.
say the alphabet	✓		Say the alphabet three times in a row without making any mistakes.
get along with group members	✓		Make sure that everyone has a chance to speak next time we work in groups.

Note: This Self-assessment Checklist and Goal Setting allows students to assess their abilities and set goals to improve.

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Self-assessment Checklist and Goal Setting

Nombre:	*Grado:*	*Fecha:*

Yo puedo …	*Sí*	*No Todavía*	What I am going to do next …

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Long-term Goal Setting

Nombre: Douglas	***Grado:*** 4	***Fecha:*** *el 1º de febrero*

Goal #1:

By the end of this term, I would like to: know what to say to ask for directions in Spanish.

To achieve this goal, I will: look up the words I need to know and write a role-play to perform with a friend.

My teacher can help me: with my pronunciation and make sure I am saying things properly. Maybe there's a video I can watch.

My parents can help me by: practising my role-play with me at home.

Goal #2:

By the end of this term, I would like to: learn more about what it's like to live in Mexico.

To achieve this goal, I will: research Mexico on the Internet and ask my neighbour, Mrs. Gonzales, what it's like to live there.

My teacher can help me by: bringing in books and pictures of Mexico and, maybe, showing a movie.

My parents can help me by: buying me a book on Mexico for my birthday and taking me to Mexico on vacation!

Note: This goal-setting sheet allows students to set long-term goals for their own learning and could be included in students' learning logs.

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Long-term Goal Setting

Nombre:	*Grado:*	*Fecha:*

Goal #1:

By the end of this term, I would like to: _____

To achieve this goal, I will: _____

My teacher can help me: _____

My parents can help me by: _____

Goal #2:

By the end of this term, I would like to: _____

To achieve this goal, I will: _____

My teacher can help me by: _____

My parents can help me by: _____

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Anecdotal Notes

Student Name	Date	Activity	Outcome (Grade 4)	Yes	Not Yet	Comments
Michel	Jan. 8	Simon Says	LC–2.1a understand simple spoken sentences in guided situations		✓	Seemed to understand the directions but mixed up the sequence.
Josh	Jan. 8	Simon Says	LC–2.1a understand simple spoken sentences in guided situations		✓	Made some errors, followed some commands correctly; will do more review of vocabulary.
Ali	Jan. 15	Go Fish card game	A–3.3a manage turn taking	✓		Consistently and accurately used turn-taking vocabulary.
Janna	Jan. 15	Small group discussion	A–3.3a manage turn taking		✓	Sometimes acted out of turn and spoke when others were talking.
Marika	Jan. 17	Small group discussion	A–3.3a manage turn taking		✓	Unproductive and acted out of turn today. Will discuss with her after class. Check again next class.
Marika	Jan. 25	Small group discussion	A–3.3a manage turn taking	✓		New group, much better today. More effort and focus.
Michel	Jan. 25	Body part vocabulary review	LC–1.3a use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields	✓		Improved use and understanding of vocabulary. Will try Simon Says again next week to check for learning.

Note: This form of Anecdotal Notes allows teachers to gather information about several different students as their performance relates to different learning outcomes at different times. In this sample, wherever an unsatisfactory performance was observed, the teacher planned another opportunity to observe the same student complete an activity in which the same learning outcome is addressed. The information provided by using this type of tool can be used to modify future instruction or to discuss students' learning.

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Anecdotal Notes

Student Name	Date	Activity	Outcome	Yes	Not Yet	Comments

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Observation Checklist

Student	Date	Activity	Outcome (Grade 4)	Student demonstrates that he or she has met the outcome.
Leesa	Sept. 23	Singing traditional Spanish songs	A–6.1a use the language for fun	(Yes) Not Yet
Marc	Sept. 23	Singing traditional Spanish songs	A–6.1a use the language for fun	(Yes) Not Yet
Andreas	Sept. 23	Singing traditional Spanish songs	A–6.1a use the language for fun	Yes (Not Yet)
Su Mei	Oct. 1	Singing the alphabet song	LC–1.2a name the letters of the Spanish alphabet	Yes (Not Yet)
Jack	Oct. 1	Singing the alphabet song	LC–1.2a name the letters of the Spanish alphabet	(Yes) Not Yet
Ali	Oct. 10	Playing the alphabet game	LC–1.2a name the letters of the Spanish alphabet	(Yes) Not Yet
Maya	Oct. 10	Playing the alphabet game	LC–1.2a name the letters of the Spanish alphabet	(Yes) Not Yet
Philip	Oct. 10	Playing the alphabet game	LC–1.2a name the letters of the Spanish alphabet	(Yes) Not Yet
Simone	Oct. 25	Creating a personal dictionary organized by the alphabet	LC–1.2a name the letters of the Spanish alphabet	(Yes) Not Yet
Nour	Oct. 27	Creating a personal dictionary organized by the alphabet	LC–1.2a name the letters of the Spanish alphabet	(Yes) Not Yet

Note: In cases where the student does not demonstrate a particular criteria, the teacher should plan an appropriate intervention.

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Observation Checklist

Student	Date	Activity	Outcome	Student demonstrates that he or she has met the outcome.
				Yes Not Yet
				Yes Not Yet
				Yes Not Yet
				Yes Not Yet
				Yes Not Yet
				Yes Not Yet
				Yes Not Yet
				Yes Not Yet
				Yes Not Yet
				Yes Not Yet

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Checklist and Comments 1

Grade: 4	**Date:** May 3	**Activity:** Individual Q and A

Specific Outcome: S–2.3a use simple productive strategies, with guidance

Student Names:	**Has met the outcome: Yes**	**Not Yet**
• Jan	☑	☐
• Al	☑	☐
• Freddie	☑	☐
• Kevin	☐	☑
• Marissa	☐	☑
• Su Mei	☑	☐
• Abe	☐	☑
• Elise	☑	☐
• Nour	☑	☐
• Benjamin	☑	☐
• Lydia	☑	☐
• Franco	☑	☐

Notes for future planning: do a role-play activity in which we talk about productive strategies students can use when speaking Spanish; e.g., use nonverbal means to communicate, use familiar repetitive patterns from stories, songs and rhymes, compensate for avoiding difficult structures by rephrasing. Students then record the ideas in their learning logs and set goals for using them.

Note: This Checklist and Comments tool demonstrates how a teacher can gather information on several students' performances as they relate to one learning outcome. The teacher can also use this information to plan for future instruction.

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Checklist and Comments 1

Grade:	Date:	Activity:

Specific Outcome: _____

Student Names:	Has met the outcome: Yes	Not Yet
• _____	☐	☐
• _____	☐	☐
• _____	☐	☐
• _____	☐	☐
• _____	☐	☐
• _____	☐	☐
• _____	☐	☐
• _____	☐	☐
• _____	☐	☐
• _____	☐	☐
• _____	☐	☐
• _____	☐	☐

Notes for future planning: _____

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Checklist and Comments 2

Grade: 4	**Date:** October 5	**Activity:** Telephone conversations (invitations)

Specific Outcome(s): A–3.2a respond to offers, invitations and instructions; LC–1.1a pronounce some common words and phrases comprehensibly; LC–1.1b use intonation to express meaning; LC–1.3a use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields

Lance _____ **can:**
(Student name)

	Yes	Not Yet
• invite a friend to do something	☑	☐
• accept and reject an invitation	☑	☐
• pronounce words comprehensibly	☑	☐
• use intonation to express inquiry	☐	☑
• use appropriate vocabulary related to hobbies and invitations	☑	☐
• _____	☐	☐
• _____	☐	☐
• _____	☐	☐
• _____	☐	☐
• _____	☐	☐

Done well: Seems to have a good understanding of the vocabulary.

Could improve: Seems not to understand intonation and how it can affect meaning.

Note: This Checklist and Comments tool demonstrates how a teacher can record information about student performance against several criteria. In this sample, the student is being assessed against the same criteria found in the sample rubric. The teacher could use a checklist to check student performance partway through a task, such as a telephone conversation.

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Checklist and Comments 2

Grade:	Date:	Activity:

Specific Outcome(s): _____

_____ **can:**
(Student name)

	Yes	Not Yet
• _____	☐	☐
• _____	☐	☐
• _____	☐	☐
• _____	☐	☐
• _____	☐	☐
• _____	☐	☐
• _____	☐	☐
• _____	☐	☐
• _____	☐	☐
• _____	☐	☐

Done well: _____

Could improve: _____

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Rating Scale 1

Grade: 4	**Date:** March 10	**Activity:** Group classroom scavenger hunt

Specific Outcome: A–3.3b encourage other group members to act appropriately

Student meets the outcome:

Student Names:	**Never**	**Sometimes**	**Usually**	**Always**
• Jeremy				◉
• David		◉		
• Raj			◉	
• Sunita			◉	
• Alicia		◉		
• Kendra		◉		
• Taylor	◉			
• Billy			◉	
• Dimitri		◉		
• Kim		◉		
• Tran				◉
• Frida			◉	
• Tim		◉		
• Tania		◉		
• George			◉	
• Lilly			◉	
• Hannah		◉		
• Wes		◉		

Note: This sample Rating Scale demonstrates how a teacher can record the levels of performance for several students, based on a particular outcome.

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Rating Scale 1

Grade:	Date:	Activity:

Specific Outcome: _____

Student meets the outcome:

Student Names:	Never	Sometimes	Usually	Always
• _____	●	●	●	●
• _____	●	●	●	●
• _____	●	●	●	●
• _____	●	●	●	●
• _____	●	●	●	●
• _____	●	●	●	●
• _____	●	●	●	●
• _____	●	●	●	●
• _____	●	●	●	●
• _____	●	●	●	●
• _____	●	●	●	●
• _____	●	●	●	●
• _____	●	●	●	●
• _____	●	●	●	●
• _____	●	●	●	●
• _____	●	●	●	●
• _____	●	●	●	●
• _____	●	●	●	●

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Rating Scale 2

Grade: 4	**Date:** November 12	**Activity:** Unit: My Family

Specific Outcome(s): A–1.1a share basic information; e.g., their name; A–1.1b identify people, places and things; LC–1.2c write some words of personal significance; LC–1.3a use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields; LC–2.5a produce simple written words and phrases in guided situations; S–2.3a use simple productive strategies, with guidance

Student Name: Tania

Criteria:	**Never**	**Sometimes**	**Usually**	**Always**
• was able to share basic information about his or her family		●		
• identified the people in his or her family correctly			●	
• used words relevant to the family correctly		●		
• wrote words and phrases clearly and correctly		●		
• used a dictionary to find new words related to the family	●			
• used illustrations to provide relevant details about his or her family			●	
• _____				
• _____				

Note: This sample Rating Scale demonstrates how a teacher could record information about the quality of a student's performance as it relates to learning outcomes.

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Rating Scale 2

Grade:	Date:	Activity:

Specific Outcome(s): _____

Student Name: _____

Criteria:	Never	Sometimes	Usually	Always
• _____	●	●	●	●
• _____	●	●	●	●
• _____	●	●	●	●
• _____	●	●	●	●
• _____	●	●	●	●
• _____	●	●	●	●
• _____	●	●	●	●
• _____	●	●	●	●
• _____	●	●	●	●
• _____	●	●	●	●

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Rating Scale 3

Grade: 5	**Date:** March 10	**Activity:** Reading out some familiar words

Specific Outcome(s): LC–1.1b use comprehensible pronunciation, stress and intonation when producing familiar words or phrases (Language Competence/ phonology)

Levels of performance and corresponding criteria:

★★★★ Demonstrated **excellent** pronunciation on all words—**no** errors

★★★ Demonstrated **good** pronunciation on almost all words—a **few** errors

★★ Demonstrated **acceptable** pronunciation on most words—**several** errors but still comprehensible

★ Demonstrated **lots** of errors—**mostly** incomprehensible

Name of Student:		Name of Student:	
Saresh	★ ★ ★ ★		★ ★ ★ ★
Derek	★ ★ ★ ★		★ ★ ★ ★
Crystal	★ ★ ★ ★		★ ★ ★ ★
Dakota	★ ★ ★ ★		★ ★ ★ ★
Ellen	★ ★ ★ ★		★ ★ ★ ★
Troy	★ ★ ★ ★		★ ★ ★ ★
Jonathan	★ ★ ★ ★		★ ★ ★ ★
Sam	★ ★ ★ ★		★ ★ ★ ★
Jim	★ ★ ★ ★		★ ★ ★ ★
Sal	★ ★ ★ ★		★ ★ ★ ★
Rebecca	★ ★ ★ ★		★ ★ ★ ★
Steven	★ ★ ★ ★		★ ★ ★ ★
Janice	★ ★ ★ ★		★ ★ ★ ★
Tran	★ ★ ★ ★		★ ★ ★ ★
Polly	★ ★ ★ ★		★ ★ ★ ★

Note: This Rating Scale provides an example of how a teacher can quickly indicate levels of students' performances as they relate to one outcome.

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Rating Scale 3

Grade:	Date:	Activity:

Specific Outcome(s): _____

Levels of performance and corresponding criteria:

★★★★ _____

★★★ _____

★★ _____

★ _____

Name of Student:		Name of Student:	
	★ ★ ★ ★		★ ★ ★ ★
	★ ★ ★ ★		★ ★ ★ ★
	★ ★ ★ ★		★ ★ ★ ★
	★ ★ ★ ★		★ ★ ★ ★
	★ ★ ★ ★		★ ★ ★ ★
	★ ★ ★ ★		★ ★ ★ ★
	★ ★ ★ ★		★ ★ ★ ★
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	★ ★ ★ ★		★ ★ ★ ★
	★ ★ ★ ★		★ ★ ★ ★
	★ ★ ★ ★		★ ★ ★ ★
	★ ★ ★ ★		★ ★ ★ ★
	★ ★ ★ ★		★ ★ ★ ★

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Rubric (Grade 4)

Name: Jeanne	**Date:** October 17	**Activity:** Conversation—making plans with a friend

Outcome	Excellent	Very Good	Acceptable	Limited
Content A–3.2a	**Consistently** responds to offers, invitations and instructions.	**Frequently** responds to offers, invitations and instructions. The **occasional** error does not interrupt the message.	**Sometimes** responds to offers, invitations and instructions; however, the message is **unclear**.	**Rarely** responds to offers, invitations and instructions. The overall message is **difficult to understand**.
Content A–3.2b	**Consistently** asks or offers to do something.	**Frequently** asks or offers to do something. The **occasional** error does not interrupt the message.	**Sometimes** asks or offers to do something; however, the message is **unclear**.	**Rarely** asks or offers to do something. The overall message is **difficult to understand**.
Pronunciation LC–1.1a	**Consistently** uses proper pronunciation.	**Frequently** uses proper pronunciation. The **occasional** error does not interrupt the message.	**Sometimes** uses proper pronunciation. Although there are **several** errors, the overall message is still understandable.	**Rarely** uses proper pronunciation. The overall message is **difficult to understand**.
Intonation LC–1.1b	**Consistently** uses proper intonation.	**Frequently** uses proper intonation. The **occasional** error does not interrupt the message.	**Sometimes** uses proper intonation. Although there are **several** errors, the overall message is still understandable.	**Rarely** uses proper intonation. The overall message is **difficult** to understand.
Vocabulary LC–1.3a	**Consistently** uses words related to making plans with a friend.	**Frequently** uses words related to making plans with a friend. The **occasional** error does not interrupt the message.	**Sometimes** uses words related to making plans with a friend. Although there are **several** errors, the overall message is still understandable.	**Rarely** uses words related to making plans with a friend. The overall message is **difficult** to understand due to errors.

Note: This Rubric demonstrates how a teacher can assess one student's performance as it relates to different learning outcomes.

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Rubric

Name:	Date:	Activity:

Outcome	Excellent	Very Good	Acceptable	Limited

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Rubric and Checklist (Grade 4)

Name: Ellen	**Date:** November 14	**Activity:** Telephone Conversation

Outcome	Excellent	Very Good	Acceptable	Limited
Content A–3.2a	**Consistently** responds to offers, invitations and instructions.	**Frequently** responds to offers, invitations and instructions. The **occasional** error does not interrupt the message.	**Sometimes** responds to offers, invitations and instructions; however, the message is **unclear**.	**Rarely** responds to offers, invitations and instructions. The overall message is **difficult to understand**.
Content A–3.2b	**Consistently** asks or offers to do something.	**Frequently** asks or offers to do something. The **occasional** error does not interrupt the message.	**Sometimes** asks or offers to do something; however, the message is **unclear**.	**Rarely** asks or offers to do something. The overall message is **difficult to understand**.
Pronunciation LC–1.1a	**Consistently** uses proper pronunciation.	**Frequently** uses proper pronunciation. The **occasional** error does not interrupt the message.	**Sometimes** uses proper pronunciation. Although there are **several** errors, the overall message is still understandable.	**Rarely** uses proper pronunciation. The overall message is **difficult to understand**.
Intonation LC–1.1b	**Consistently** uses proper intonation.	**Frequently** uses proper intonation. The **occasional** error does not interrupt the message.	**Sometimes** uses proper intonation. Although there are **several** errors, the overall message is still understandable.	**Rarely** uses proper intonation. The overall message is **difficult** to understand.
Vocabulary LC–1.3a	**Consistently** uses words related to making plans with a friend.	**Frequently** uses words related to making plans with a friend. The **occasional** error does not interrupt the message.	**Sometimes** uses words related to making plans with a friend. Although there are **several** errors, the overall message is still understandable.	**Rarely** uses words related to making plans with a friend. The overall message is **difficult** to understand due to errors.

Work habits

- ☐ **worked independently**
- ☐ **worked with minimal assistance**
- ☐ **worked with some assistance**
- ☐ **required constant supervision and assistance**

Note: This Rubric demonstrates how a teacher can perform assessment of learning and assessment for learning at the same time, using the same assessment tool. This combination of rubric and checklist records information about a student's performance according to specific outcomes, as well as information about a student's work habits. When a student demonstrates a performance that is below the acceptable level, the checklist allows the teacher to record a reason why the student did not perform at an acceptable standard and provide a plan for future improvement.

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Rubric and Checklist

Name:	Date:	Activity:

Outcome	Excellent	Very Good	Acceptable	Limited

Work habits

- ☐ worked independently
- ☐ worked with minimal assistance
- ☐ worked with some assistance
- ☐ required constant supervision and assistance

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